



Orange County School of the Arts

# CONSERVATORY CURRICULUM

## *Handbook*



2026  
2027

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# *School Of Theatre*



**THE EL-ERIAN FAMILY**  
— ACTING —  
**CONSERVATORY**



### CURRICULUM OVERVIEW

The El-Erian Family Acting Conservatory curriculum presents a training program for young actors equal to esteemed BFA programs around the country. We provide a rigorous, conservatory-style, professional training, with a strong concentration on confidence, presence and presentation, voice, movement, modern, and classical texts. The program is built on two spines: acting for the stage, and acting for the camera. The highly qualified staff, with extensive experience in the world of professional acting, gives our students the technical skills, discipline, and perspective necessary to begin a career on the stage and screen, prepare for fine collegiate theatre programs, or to simply inspire a love, support, and appreciation for the arts. The skills emphasized and developed in our program are outstanding job skills for any profession, among them: leadership, creativity, imagination, articulation of ideas, tolerance, empathy, and the ability to work with all kinds of people collectively. Graduating with a Certificate of Professional Performance from Santa Ana Community College Theater Department is possible for interested students.

OCSA has built a robust partnership with Santa Ana College which provides students the opportunity to take Dual Enrollment classes embedded within some conservatory schedules. This enables students to earn college credits while completing their high school graduation requirements and conservatory course sequences. OCSA students enrolled in these courses are exempt from all tuition and enrollment fees associated with taking college courses. In The Acting Conservatory, most of our classes in grades 9-12 are Dual Enrollment. If you are scheduled to take a Dual Enrollment class, an OCSA DE specialist will walk you through the Santa Ana College registration process. OCSA complies with Santa Ana College add/drop policies and timelines for all Dual Enrollment classes. Dual Enrollment courses will appear on both the student's OCSA transcript and the Santa Ana College transcript. Please note that conservatory dual enrollment courses do not earn a weighted grade on the OCSA transcript. Completion of our Dual Enrollment curriculum will result in the reception of a special Certificate of Professional Preparation in Theatre Arts presented from Santa Ana College to our conservatory graduates.

### LEARNING OUTCOMES

Upon completion of the full Acting Conservatory curriculum pathway, students will:

- Have comprehension and facility with both modern and classical texts, including a strong foundation in Shakespeare
- Achieve technical proficiency in speaking before others
- Be prepared for a Collegiate Acting track
- Be prepared for a Professional Acting career
- Understand and apply a professional work ethic and self-advocate
- Collaborate artistically with others
- Successfully navigate the audition process, and the professional landscape for actors
- Understand self-care using knowledge and techniques for relaxation, stress reduction and time management

- Have a knowledge of basic theatre history, a body of theatre literature, leaders and styles, playwrights, and acting related skills such as dialects, combat, improvisation, singing for actors, and devising original work
- Achieve a high level of technical proficiency in performance on stage or before the camera

## CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media and Entertainment**
- **CTE PATHWAY: Performing Arts - Theatre (Acting)**

| Curriculum Pathway Course Titles |                                 |
|----------------------------------|---------------------------------|
| Introductory:                    | ENSEMBLE I                      |
|                                  | VOICE AND DICTION I             |
|                                  | PLAYREADING I                   |
|                                  | ACTING PRINCIPLES               |
|                                  | VOICE AND MOVEMENT FUNDAMENTALS |
|                                  | VOICE AND DICTION II            |
|                                  | MOVEMENT FOR ACTORS             |

|               |                                         |
|---------------|-----------------------------------------|
| Concentrator: | ACTING LAB                              |
|               | ACTING FOR THE CAMERA I                 |
|               | ACTING FUNDAMENTALS 110                 |
|               | PLAYREADING II                          |
|               | ACTING 140                              |
|               | ACTING 186 (VOICE AND THE ACTOR)        |
|               | ACTING 123 (METHODOLOGIES)              |
|               | ACTING 151 A,B,C,D PERFORMANCE SHOWCASE |
|               | SHAKESPEARE STUDIES                     |
|               | INTRO TO IMPROV                         |
|               | AUDITION WORKSHOP                       |

|           |                          |
|-----------|--------------------------|
| Capstone: | ACTING 140B              |
|           | ACTING FOR THE CAMERA II |
|           | ACTING SHAKESPEARE       |
|           | ACTING 140C              |
|           | ADVANCED IMPROVISATION   |

|  |                                        |
|--|----------------------------------------|
|  | ACTING 150 (A,B,C,D)                   |
|  | ENSEMBLE II                            |
|  | INTRO TO DEvised THEATRE/PERF ENSEMBLE |

| Singletons                   |
|------------------------------|
| BUSINESS OF THE BIZ (ACTING) |
| MAKEUP FOR ACTORS            |
| SENIOR LAB                   |
| SINGING FOR THE ACTOR        |

## COURSE DESCRIPTIONS

### ENSEMBLE I

**Prerequisite: None**

**M.S.**

This acting class will focus on building an ensemble. It will be made up primarily of incoming 7th graders. Important principles will be citizenship, behavior, focus, and teamwork. Games, exercises and intro to monologues and scene work will be covered. Basic good acting and performance skills will be introduced, including voice (volume and articulation), movement, truthful acting, staging and acting performance. Manners, working together, and the requirements of basic ensemble acting will be established, as well as building focus and confidence.

### VOICE AND DICTION I

**Prerequisite: None**

**M.S.**

This class will focus on ensemble skills moving toward getting students to be “loud and proud”. Tongue twisters, articulation, breath support, voice care and sounding a space for clarity and vocal strength and variety, are the focus in this class. Breath support to the end of a line, and clarity in presentation are developed, as well as body awareness and connection, mindfulness and self-care. Material used can be poems, sonnets, monologues, and scenes appropriate for middle school. This class will be primarily made up of younger students, but will include students with special situations and V&D needs. This class is repeatable when in the best interest of developing the student’s presentation skills. The goal here is to build strong, flexible, healthy voices and confidence.

## PLAYREADING I

**Prerequisite: None**

**M.S.**

This class focuses on reading aloud from a selected circle of important, foundational texts (plays) giving the students an introductory foundation in how to read a play, investigate and apply context, analyze scenes and characters, create a performance from page to stage, and understand play structure. Imagination is emphasized in visualizing performances, and an emphasis is placed on working together as a unit (focus), respecting the voices of others, as well as vocal support, clarity, and flexibility in reading aloud and performing. Selected plays are intended to build a foundation of shared knowledge, and a perspective on important plays and playwrights. Advanced development of monologues and scenes is included. This class is repeatable when in the best interest of developing the student's presentation skills. Build strong, flexible, healthy voices and confidence.

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## ACTING PRINCIPLES

**M.S. | H.S.**

This mixed-level acting class will focus on building an ensemble, and strengthening individual acting foundations. The class will focus on building presentational skills with students, especially in regards to confidence, focus, and overcoming performance anxiety. Important principles include citizenship, support, behavior, focus, and teamwork. Games and exercises, as well as various texts and acting scenes, will be used to build next-level strength in performance/presentation skills, as well as individual expression, including voice (volume and articulation), movement, truthful acting, dealing with emotions in our work, staging and acting performance. Manners, working together, and the requirements of basic ensemble acting will be emphasized.

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## VOICE AND MOVEMENT FUNDAMENTALS

**Prerequisite: Voice and Diction I**

**M.S. | H.S.**

The focus in this class is on using the body for support, variety, health and power in the voice. Learning to play "our instrument." Breath and connection to emotion are explored through various physical explorations using movement and yoga concepts. An introduction to vocal methodologies, such as Fitzmaurice Voicework, Laban Technique, and others. Tongue twisters, articulation, breath support, voice care and sounding a space for clarity and vocal strength and variety, are expanded in this class. Body awareness and connection, as well as mindfulness and self-care are emphasized. Material used will be monologues and speeches appropriate for middle school. This class is repeatable to build skills.

## ACTING LAB

**Prerequisite:** Ensemble I  
**H.S.**

This mixed level Acting class focuses on developing skills as an individual and in the ensemble. Principles introduced will be the work of Boleslavski and Stanislavski, and developing the work of each individual actor, as well as creating a performance ensemble. This class is repeatable depending on the needs and focus of the individual student and their personal development, understanding, and execution of the learned principles. It is a process oriented class.

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## ACTING FOR THE CAMERA I

**Prerequisite:** Ensemble I, Voice and Diction I or Voice and Movement, Acting Principles  
**Dual Enrollment SAC Equivalent:** THEA 113  
**UC/CSU Transferable**

This class introduces fundamental techniques of working on camera. Using the close-up, audition-style camera set-up, emphasis is put on exposure to various styles of on-camera scenes, as well as individual actor essence, and development of both truthfulness and depth on camera. The principles of essence versus craft are explored, as well as technique, timing, on camera auditions, the onscreen profession, and access to personal emotion in the work.

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## SHAKESPEARE STUDIES

**Prerequisite:** Ensemble I, Voice and Diction I, Playreading I  
**H.S.**

An introduction to the plays of Shakespeare, focusing on performance skills, interpretation, story and character.

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## PLAYREADING II

**Prerequisite:** Ensemble I, Voice and Diction I, Playreading I  
**M.S. | H.S.**

This class focuses on reading aloud from a selected circle of important, complex texts (plays) giving the students expanded foundational skills in reading plays, investigating and applying context, analyzing scenes and characters, creating a performance from page to stage, and understanding play structure. Imagination is emphasized in visualizing performances, and an emphasis is placed on working together as a unit (focus), respecting the voices of others, as well as vocal support, clarity, and flexibility in reading aloud and performing.

## INTRO TO IMPROV

**Prerequisite: Ensemble I, Voice and Diction I, Playreading I**

**M.S. | H.S.**

This class introduces the fundamental concepts of improvisation, and how to apply these skills to rehearsal, script creation, warm-ups, and team building.

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## AUDITION WORKSHOP

**Prerequisite: Ensemble I, Voice and Diction I, Playreading I**

**M.S. | H.S.**

This repeatable, multi-level class focuses on building the specific skills relating to auditioning, both for theatre and film. Finding appropriate material, developing monologues, and reading scene work will all be covered.

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## ENSEMBLE II

**Prerequisite: Ensemble I**

**H.S.**

This mixed level Acting class focuses on the continued development of the skills needed as an individual working in an ensemble. This class focuses on the creation and development of a performance project and is repeatable depending on the needs and focus of the individual student and their personal development, understanding, and execution of the learned principles. It is a process oriented class.

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## VOICE AND DICTION II

**Prerequisite: Ensemble I, Acting Principles, Voice and Diction I or Voice and Movement I**

**M.S.**

More complex texts than V&D I are explored, advancing the development of breath support to the end of a line, and clarity in presentation. Continued exploration of body awareness and connection, mindfulness and self-care, building on the foundation established in V&D I. Material used will be advanced poems, sonnets, monologues, and scenes. This class is mixed levels, and will include students with special situations and V&D needs. This class is repeatable when in the best interest of developing the student's presentation skills. Build strong, flexible, healthy voices and confidence.

## **MOVEMENT FOR ACTORS**

**Prerequisite:** None

**M.S. | H.S.**

This repeatable and multi-level class covers various styles of movement focusing on increasing the actors' physical vocabulary. Styles covered may change based on the instructor and the level of the students. The class may also focus toward a particular style relating to a current production.

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## **ACTING FUNDAMENTALS 110**

**Prerequisite:** Ensemble I, Acting Principles, or assessed proficiency.

**Dual Enrollment SAC Equivalent:** THEA 110

**CSU/UC Transferable**

A college level study of acting, involving the development of acting techniques, styles, and disciplines. Provides theory and practical experience with varied characterizations. Emphasizes individual growth and acquired skills necessary to the acting craft. This class is non-repeatable.

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## **ACTING 140 (A)**

**Prerequisite:** Ensemble I, Acting Principles, or assessed proficiency.

**Dual Enrollment SAC Equivalent:** THEA 140

**CSU/UC Transferable**

A college level introduction to theatre performance emphasizing acting technique, theatre vocabulary, and creative individual expression. Students learn the process of presenting a role on stage. Prepares the student for Acting 140B.

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## **ACTING 140 (B,C,D)**

**Prerequisite:** ACTING 140A

**Dual Enrollment SAC Equivalent:** THEA 140 (B,C,D)

**CSU/UC Transferable**

Building on the skills and foundation of ACTING 140A, these classes are college level theatre performance classes emphasizing various advanced acting techniques, styles, theatre vocabulary, and creative individual expression. Students continue to develop advanced and deeper skills for presenting work on stage.

## **ACTING SHAKESPEARE (140B)**

**Prerequisite:** Ensemble I, Acting Principles, or assessed proficiency.

**Dual Enrollment SAC Equivalent:** THEA 140B

**CSU/UC Transferable**

A college level study of acting, involving the development of acting techniques, styles, and disciplines specifically focused on the works of William Shakespeare.

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## **ACTING 186 VOICE AND THE ACTOR**

**Prerequisite:** ACTING 140A, Voice and Diction I, and/or Voice and Movement

**Dual Enrollment SAC Equivalent:** THEA 186

**CSU/UC Transferable**

Building on the skills and foundation of ACTING 140A, and early actor voice training, this class focuses on the direct application of vocal work into the performance of monologues and scenes. It is an academic study and practical application of the effective and efficient use of the speaking voice, particularly in meeting the unique demands of acting for the stage. Focus will be placed on exercises designed to identify and correct breathing problems, diction problems, volume issues, and to create conscious control of speech function, while naturally incorporating these things into good acting.

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## **ACTING FOR THE CAMERA II**

**Prerequisite:** Acting For The Camera 1 or permission

**Dual Enrollment SAC Equivalent:** THEA 114

**CSU/UC Transferable**

This class builds on the fundamental concepts and skills of Acting For The Camera I, and adds the creation of scenes on camera, location shooting, editing for the actor, and fundamental production skills, as actors work in groups to create on-camera products.

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## **INTRO TO DEvised THEATRE/PERFORMANCE ENSEMBLE**

**Prerequisite:** Ensemble I, Voice and Diction I, Playreading I, Improv I

**Dual Enrollment SAC Equivalent:** THEA 154

**CSU/UC Transferable**

An introduction to working as an ensemble to create new works. The use of games, improv, acting exercises and the study of other successful content-creating ensembles is included. A study of the standards and expectations for an actor in auditions, rehearsals, and performances in an ensemble production.

## MAKEUP FOR ACTORS

**Prerequisite:** Permission of Conservatory Director  
**H.S.**

This repeatable and multi-level class covers various styles of make-up technique for stage and camera. Special focus may also be spent on genres such as glamor, horror, wounds, styles, etc.

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## ACTING 123 METHODOLOGIES

**Prerequisite:** None  
**Dual Enrollment SAC Equivalent:** THEA 123  
**CSU/UC Transferable**

This class is an introduction to acting and dramatic literature that includes the analysis of plays, dramatic structure, rehearsal techniques, and performance techniques. This course explores the history of Method Acting and the complementary and competing theories of its founders. Intended to enhance imagination and intuition, and to emphasize individual emotional and intellectual growth through the exploration of the cultural significance of drama and acting, this class will include a wide range of acting theory and exploration, and the presentation skills of individual students to create a broader range and body of knowledge about acting history.

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## ADVANCED IMPROV

**Prerequisite:** Improv I, or permission of Conservatory Director  
**H.S. C.S.U. (F) | U.C. (F)**

This class builds on the fundamental concepts of improvisation, and how to apply these skills to rehearsal, script creation, warm-ups, and team building. After establishing a strong cohesion in the group, the focus of the class shifts to advanced forms of improvisational storytelling.

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## SENIOR LAB

**Prerequisite:** For Seniors Only  
**H.S.**

The focus of this class is flexible and it is reserved for special projects and/or special focus. The class may focus on the reading of advanced and complex texts, or perhaps the presentation of a Season Finale or Senior Project presentation.

## **BUSINESS OF THE BIZ (ACTING)**

**Prerequisite: None. Seniors only.**

**H.S.**

A study of the current state of the Acting industry on stage and camera, and the tools necessary to the profession, including websites, resumes, demo tapes, monologues, and interview technique. An effort is made to make the class also relevant to job seekers going into other fields and how these skills translate.

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## **ACTING 150 (A,B,C,D)**

**Prerequisite: None**

**Dual Enrollment SAC Equivalent: THEA 150 A,B,C,D**

**UC/CSU Transferable**

This is college credit (repeatable 4 times) for productions. This class is participation in rehearsal and performance.

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## **ACTING 151 SHOWCASE 1,2,3,4**

**Prerequisite: College level Acting Class (110, 123, 140 A,B,C,D or 186)**

**Dual Enrollment SAC Equivalent: THEA 151 (A,B,C,D)**

**UC/CSU Transferable**

This is college level showcase work developed from the class, demonstrating learned skills from the acting program. The showcase will be shared with selected audiences in a final presentation.

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## **SINGING FOR THE ACTOR**

**Prerequisite: None**

**M.S. | H.S.**

This repeatable, multi-level class introduces the fundamental concepts of singing in groups large and small, and how to apply these skills to auditioning, story-telling and as a confidence building technique. No previous singing experience is needed.

*School of Applied Arts*

**ARTS  
— & —  
ENTERPRISE  
CONSERVATORY**



## CURRICULUM OVERVIEW

The Arts & Enterprise Conservatory is a multidisciplinary program that offers students an opportunity to explore a variety of foundational art disciplines, gain creative and innovative behaviors, develop a strong business acumen and entrepreneurial thinking within the creative industries.

## LEARNING OUTCOMES

The mission of Arts & Enterprise is to build confidence, discover passions, and spark young minds while developing future leaders in the creative industries. Students will take risks, think outside the box, wonder, and become innovators and connectors between art disciplines. There are four main areas of focus in Arts & Enterprise:

**EXPLORE** – Art Disciplines and Creative Industries

**ACQUIRE** – Foundational Arts and Specialized Entrepreneurial Skills

**ENGAGE** – Community Outreach and Entrepreneurial and Innovative Projects

**APPLY** – Skills to Individual Pathway within the Creative Industries through Cross Campus Projects and our Internship program

## CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR:** Arts, Media & Entertainment; Marketing, Sales and Service
- **CTE PATHWAY:** Multiple Pathways in Marketing, Entrepreneurship/Self Employment and Design

| Curriculum Pathway Course Titles |                                    |
|----------------------------------|------------------------------------|
| Introductory:                    | ART FUNDAMENTALS                   |
|                                  | CREATIVE EXPLORATION               |
|                                  | CREATE & INNOVATE                  |
|                                  | CREATIVE COLLABORATION             |
|                                  | INTRO TO THE ARTS                  |
|                                  | INTRO TO MAKERSPACE                |
|                                  | PUBLIC SPEAKING & COMMUNICATIONS I |
|                                  | INTRO TO BRANDING & MARKETING      |

|  |                               |
|--|-------------------------------|
|  | INNOVATION & ENTREPRENEURSHIP |
|  | EVENT PLANNING                |
|  | JR. IMAGINEERING              |

|                      |                                      |
|----------------------|--------------------------------------|
| <b>Concentrator:</b> | PRINCIPLES OF MARKETING              |
|                      | DIGITAL PHOTOGRAPHY                  |
|                      | ART FUNDAMENTALS II                  |
|                      | SMALL BUSINESS DEVELOPMENT           |
|                      | CULTURAL ENTREPRENEURSHIP            |
|                      | LEADERSHIP & PRODUCTION              |
|                      | LETTERING, LOGOS & BRANDING          |
|                      | MAKERSPACE II                        |
|                      | STORYTELLING I                       |
|                      | PUBLIC SPEAKING & COMMUNICATIONS II  |
|                      | THE POWER OF IMPROV                  |
|                      | LEADERSHIP DEVELOPMENT               |
|                      | ON THE MIC                           |
|                      | HANDMADE TO MARKET                   |
|                      | FINANCIAL LITERACY FOR ENTREPRENEURS |
|                      | CAREER READINESS                     |
|                      | GRAPHIC DESIGN                       |
|                      | CONTENT CREATION                     |
|                      | DECA                                 |
|                      | SOCIAL MEDIA LITERACY & CAMPAIGNING  |
|                      | MAKERSPACE II                        |
|                      | BRAND THEORY                         |

|                  |                                          |
|------------------|------------------------------------------|
| <b>Capstone:</b> | CULTURAL IMMERSION & FESTIVAL PRODUCTION |
|                  | INTERNSHIP I & II                        |
|                  | ACCOUNTING FOR CREATIVES                 |
|                  | GO TO MARKET                             |
|                  | ARTS & ENTERPRISE CONNECTIONS            |
|                  | MULTIMEDIA PRODUCTION                    |
|                  | DESIGN STUDIO/ MAKERSPACE                |
|                  | PRINT SHOP                               |
|                  | SPORTS & ENTERTAINMENT MARKETING         |

|  |                                          |
|--|------------------------------------------|
|  | BRAND THEORY                             |
|  | FASHION MARKETING & MERCHANDISING        |
|  | PODCASTING                               |
|  | EXHIBITION DESIGN & ARTISTIC DEVELOPMENT |
|  | CULTURAL ARTS & ENTREPRENEURSHIP         |

| Singletons                         |  |
|------------------------------------|--|
| HOSPITALITY MANAGEMENT             |  |
| COMMUNITY OUTREACH & SOCIAL IMPACT |  |
| TOURISM & RECREATION               |  |
| HOTEL MANAGEMENT                   |  |
| THE ART OF CATERING                |  |

## COURSE DESCRIPTIONS

### ART FUNDAMENTALS

**Prerequisite: None**

**M.S.**

This course touches upon the foundations of drawing, painting, and design. The instruction will integrate subjects and concepts that relate to both art business (fine art, commercial and marketing, licensing) as well as the production and design side of the entertainment industry (marketing logos and fine art images, scenic design, costumes, and more.)

### CREATIVE EXPLORATION

**Prerequisite: None**

**M.S.**

This course is designed to provide a space to unlock the inner artist and discover means of self-expression. Students will think creatively, look at situations through new perspectives, problem solve and think outside the box through engaging, project based learning.

## CREATE & INNOVATE

**Prerequisite: None**

**M.S.**

Building upon the Creative Exploration course, this class is designed to continue developing creative concepts and explore how those creative ideas can be translated to innovative products and business strategies. Through project based learning students will apply creative approaches to innovation.

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## CREATIVE COLLABORATION

**Prerequisite: None**

**M.S.**

In this course, students engage in collaborative artistic projects and develop skills within the creative process. Skills include envisioning, observing, analyzing, reflecting, and exploring new ways of working or thinking. Students will apply artistic skills to create and connect multiple art disciplines.

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## INTRO TO THE ARTS

**Prerequisite: None**

**M.S.**

In this course, students will explore and develop foundational skills in the arts including areas such as visual arts, digital media, creative writing, photography and music. This course will provide students who have various levels of arts experience with the exposure and insight to spark new interests and creative expression.

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## INTRO TO BRANDING & MARKETING

**Prerequisite: None**

**M.S.**

While learning how brands are created and companies share their ideas, students will brand and market their own products they have created in their Intro to Makerspace class. They will prepare to sell them at OCSAFEST, a music and art festival, hosted by the Arts & Enterprise Conservatory. This course builds creativity, communication and critical-thinking skills.

## INTRO TO MAKERSPACE

**Prerequisite: None**

**M.S.**

In this artistic space, students will gather together to create, invent and apply skills in creativity, critical thinking, collaboration and communication. Inspired by the "maker movement", students will develop skills that encourage them to become independent inventors, designers and tinkerers. Students will showcase their products and/or organization skills in an artisan market at the end of the year.

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## MAKERSPACE II

**Prerequisite: None**

**M.S.**

Building upon skills from Intro to Makerspace, students combine technology and innovation to learn about the creative design process. Students will demonstrate 21st century skills and construct prototypes in a social entrepreneurship design challenge. Students will showcase their products and organization skills in an artisan market at the end of the year.

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## MULTIMEDIA PRODUCTION

**Prerequisite: Storytelling, Social Media Literacy & Campaigning**

**H.S.**

This course introduces the core elements of modern multimedia production, focusing heavily on storytelling, filming, and directing. Students will move past basic technical skills to focus on how to capture an audience's attention and tell a compelling visual story. Through hands-on projects, students will master the foundational elements of visual language, learning how to manipulate framing, lighting, and sound to evoke emotion and capture audience attention.

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## PRINCIPLES OF MARKETING

**Prerequisite: None**

**H.S.**

This course is designed to provide an introduction of integrated marketing communications. Students will understand areas of advertising, promotion, public relations, sales and marketing. Students will understand the process of unifying a brand's messaging in order to reach its target audience and generate maximum impact. The course provides hands-on experiences creating marketing campaigns for campus wide events as well as their own business endeavors.

## CAREER READINESS

**Prerequisite: None**

**H.S.**

The content focuses on the business aspects, responsibilities, knowledge and skills to be successful in a professional workplace. Students will learn to hone their leadership skills, prepare appropriate resumes, apply for jobs and interviewing skills. Students will know what to expect from proper onboarding procedures. Learning on the job, advancement opportunities and managing conflicts are implemented throughout the course. By the end of this course student would have completed the California Department of Fair Employment and Housing Sexual Harassment and Abusive Conduct Prevention Training Certification. Business Practices is a prerequisite for Internship.

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## COMMUNITY OUTREACH & SOCIAL IMPACT

**Prerequisite: None**

**H.S.**

This course focuses on the role arts, culture and design can play within our community and the social, cultural, and economic impact it has. As demonstrated by case studies, observation and project based learning, students will gain an understanding how art can pursue and represent equity and diversity, improve conditions and seek to bring awareness. Through community outreach, students will have the opportunity to put into action their learnings by creating a summative project based on a social or economic need within our community.

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## CONTENT CREATION

**H.S.**

In this course students will learn how to conceptualize, create, edit and execute content on social media platforms and streaming services. In addition, students will discover what it's like to be in pre-production, production, and post production as photographers. In this class students will dissect the camera and its functions. There will be an opportunity to learn about video production of photography. At the end of this course, the class will showcase their artwork in a gallery setting or on social media.

## DECA

**Application required**  
**H.S.**

Distributive Education Clubs of America prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management. Students will participate in developmental activities learning to serve their community and develop leadership skills while preparing for college or career. In addition, students will engage in competitive events to prove their business prowess. Areas of competition include case studies, role plays, business plans and pitches, advertising presentations, market research plans, virtual simulations, stock market challenges and more.

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## DIGITAL PHOTOGRAPHY

**Prerequisite: None**  
**H.S.**

This introductory photography course is designed to instruct students in the fundamental skills of creating digital photo images with emphasis on lighting, subject matter, and composition. The course combines theory, technical and media training, and on-site shooting.

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## EVENT PLANNING

**Prerequisite: None**  
**H.S.**

This is a course that will give you an introduction into all aspects of [event management](#), from designing to planning, implementing and evaluating events such as: meetings, exhibitions, conferences and large or small-scale events (both for the profit and not-for-profit sectors). Students will develop the ability and confidence to be able to plan and organize an event from concept through to execution. The course content will develop specific skills in the planning, management, and running of events, as well as the logistical side of event organization.

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## FINANCIAL LITERACY FOR ENTREPRENEURS

**Prerequisite: None**  
**H.S.**

This financial course is geared towards students aspiring to work in the cultural or creative industries through the lens of an entrepreneur. Students will gain skills and knowledge of financial tools to build a sustainable creative career. Focus areas include: goal setting, strategic planning, cash management, budgeting, protecting intellectual property, and basic accounting.

## ART FUNDAMENTALS II

**Prerequisite: Fine Arts I**  
**H.S.**

In this intermediate course, students will continue developing skills in fine arts using various mediums and techniques. Students will explore the influences of art and how it represents the world we live in. This course will provide students who have various levels of arts experience with hands-on production, exploratory exercises and assignments that encourage risk-taking and creativity.

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## SMALL BUSINESS DEVELOPMENT

**Prerequisite: Innovation & Entrepreneurship**  
**H.S.**

In this course, students will learn everything individuals need to start a viable business. Including, but not limited to: Brand creation, logo, business plan of your product or service, start-up capital, sales, marketing, understanding basic budgeting/financials, hiring and sourcing, using AI, Sensory Marketing, distribution, market research.

The course will be tailored to the student and their personal goals. Even if they plan on becoming a doctor, or lawyer, engineer or actor, students will understand how businesses work and why some succeed and many, unfortunately, fail.

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## GO TO MARKET

**Prerequisite: Innovation & Entrepreneurship and Global Management**  
**H.S.**

In this advanced course, students who successfully completed their Global Management course with creative and innovative business plans (for or non-profit), will have the opportunity to take their ideas “to market.” This course will take a deeper dive into the development and execution of a successful go-to-market strategy. Students will work with industry professionals as they take their product, service or awareness to their customer base or audience. **\*Application Required**

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## GRAPHIC DESIGN I

**Prerequisite: None**  
**H.S.**

In this introductory course, students will learn the building blocks of graphic design including image making, typography, and composition to develop visual representation through a range of image-making techniques. Students will learn about the design process of developing their unique ideas and concepts and bringing them to life through hands-on and digital tools.

## INNOVATION & ENTREPRENEURSHIP

**Prerequisite:** None

**H.S.**

This is an entry-level class to orient students to business concepts that can prepare them for working either collectively (in a company or organization) or individually. The class will mix reading assignments, project-based learning activities, individual and group assignments and student reflection exercises. By maintaining a disciplined approach to deadlines, workload and personal involvement, students will be able to generate and develop original concepts, create an achievable business plan and funding/cash flow model to sustain the development of the unique concept.

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## INTERNSHIP I & II *(combination of class and worksite time/semester)*

**Prerequisite:** Business Practices

**H.S.**

This course is for qualified students. The Internship Program is a capstone course of the student's four-year enrollment in the Culinary Arts & Hospitality conservatory. This 125-hour requirement; volunteer or paid experience provides students an opportunity to apply the skills acquired in the classroom to a professional environment outside of school. Students apply their professional skills to gain experience in order to enter and become successful in their chosen field. Emphasis is placed on developing business management skills. Students meet in class on a regular basis and are required to maintain their internship for the whole semester.

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## LEADERSHIP DEVELOPMENT

**H.S. | Application required**

This dynamic, skills-based course is designed to help underclassmen discover their potential as leaders and builders of community within the Arts & Enterprise Conservatory. Students will explore what it truly means to lead from within a creative team. Through interactive projects, group challenges, and hands-on experience pitching and developing original ideas, students will cultivate essential leadership traits such as vision, collaboration, confidence, and effective communication.

## LEADERSHIP & PRODUCTION

**H.S. | Application required**

This course explores leadership through the lens of artistic and creative practices. Students will learn how to lead creative people, projects and teams. Students will be able to learn from artists and creative industry professionals to assess leadership styles. Exploratory topics will include: creating a vision; building relationships; finding solutions and achieving goals as a team. Additionally, students will develop the necessary skills to develop and produce campus wide events including managing Art's Enterprise Conservatory's OCSAFEST, a music and art festival. Students will develop skills in management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events and productions.

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## LETTERING, LOGOS & BRANDING

**Prerequisite: None**

**H.S.**

In this course, students delve into designing visual representation through logos, lettering styles, artistic marketing and advertising materials, and brand identification imagery. Students will create letters and words with art icons, learn how to develop logos and images that best represent products and services, and make artistic masterpieces using shapes, colors, letters, and old- school art skills. This class will challenge and entice both the contemporary graphic designer and traditional fine artist!

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## PODCASTING

**Prerequisite: Storytelling I**

**H.S.**

This course will provide conceptual and hands-on experience to allow students to produce their own professional podcast. Building from the Storytelling I course. Podcasting will provide learning from concept through performance recording, editing and finally distribution to streaming platforms.

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## PUBLIC SPEAKING & COMMUNICATIONS I

**Prerequisite: None**

**H.S.**

This skills-based course explores and applies the basic principles of effective communication. Students will explore the importance of communication in the arts and apply their skills in various arts-centered presentations.

## **PUBLIC SPEAKING & COMMUNICATIONS II**

**Prerequisite: None**

**H.S.**

This skills-based course continues to explore and apply the basic principles of effective communication. Students will strengthen confidence, build creativity and positive self awareness while developing essential skills of public speaking. Students will apply these skills in various presentations collaboratively and individually throughout the semester in areas of persuasion, storytelling, demonstration, improvisation, and entertainment.

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## **STORYTELLING I**

**Prerequisite: None**

**H.S.**

Students will discover the elements of story, and learn how to apply these principles to all forms of art and communication. A special focus will be dedicated to two cornerstones of storytelling: character and plot. Students will use collaborative storytelling as they bring to life character and plot through role-playing games including Dungeons and Dragons.

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## **THE POWER OF IMPROV**

**Prerequisite: None**

**H.S.**

This course is designed to train students in the techniques of improvisation in order to develop performance, leadership, teamwork and communication skills. The innovative approach of combining improvisation and business allows individuals to be successful in a fast-paced, unpredictable professional environment and allows them the confidence to effectively communicate.

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## **ARTS & ENTERPRISE CONNECTIONS**

**Prerequisite: Innovation & Entrepreneurship and Global Management**

**H.S.**

In this course students will connect their learning in entrepreneurship, innovation, marketing, business and project management to create a senior project that emphasizes the power of collaboration across multiple art disciplines. The class is designed to highlight the value of combining artistic talent and business acumen to drive growth and impact within the creative industries.

## HANDMADE TO MARKET

**Prerequisite:** Makerspace I & Makerspace II

**H.S.**

This course focuses on designing artisan products and preparing to take them to market at Arts & Enterprise Conservatory's annual OCSAFEST. Students learn how to successfully sell handmade goods at craft fairs — booth design, planning, selling strategy, and connecting with customers in-person. Learning objectives include applying design and branding concepts by identifying target audiences and customer needs, understanding the artisan market environment, developing branding and product identity through product name, pricing displays and packaging.

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## CULTURAL ARTS & ENTREPRENEURSHIP

**Prerequisite:** Innovation & Entrepreneurship

**H.S.**

In this course, students explore how cultural art forms and traditions inspire meaningful products, services and creative businesses. Students will study artistic practices from various cultures, such as textiles, crafts, storytelling, design and symbolism- and learn how these traditions influence modern creative industries. Through hands-on projects, students will design culturally inspired items, develop simple business ideas, and practice basic marketing skills. By the end of the course, students will understand the value of cultural expression in today's creative economy and gain experience combining artistry with entrepreneurship, creativity, and community appreciation.

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## ACCOUNTING FOR CREATIVES

**Prerequisite:** None

**H.S.**

Students will learn how to translate their artistic output into financial data. This course will cover the essential workflows for managing income streams, tracking project-based expenses, and understanding the tax implications of a creative career. Students will learn to distinguish between personal and business expenses, calculate true cost of production, understand tax strategies and fundamental training in accounting software.

## ART OF CATERING

**Prerequisite:** None

**H.S.**

This course introduces students to the professional world of catering and event service. Emphasis is placed on service styles, event presentation, guest experience, timeline planning, buffet and table design, communication between front and back-of-house, and creative storytelling through menus and décor. Students will learn how visual design, hospitality standards, and logistical planning work together to create polished, memorable events. The course combines demonstrations, hands-on activities, collaborative projects, and real-world event experiences.

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## BRAND THEORY

**Prerequisite:** Principles of Marketing

**H.S.**

Students will understand the importance of branding in today's business environment. Exploring both the marketing and design aspects of branding, students will take a deep dive into the 5 C's of personal and professional branding – Consistency, Creativity, Clarity, Commitment, and Communication.

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## COMMUNITY OUTREACH & SOCIAL IMPACT

**Prerequisite:** None

**H.S.**

This course focuses on the role arts, culture and design can play within our community and the social, cultural, and economic impact it has. As demonstrated by case studies, observation and project based learning, students will gain an understanding how art can pursue and represent equity and diversity, improve conditions and seek to bring awareness. Through community outreach, students will have the opportunity to put into action their learnings by creating a summative project based on a social or economic need within our community.

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## CULTURAL IMMERSION & FESTIVAL PRODUCTION

**Prerequisite:** None

**H.S.**

How do you keep ancient traditions alive in a modern world? You throw a party. This course is your backstage pass to the world of cultural event production. You'll learn how to research local history, work with artists, and handle the "pro" logistics of event planning. Whether you're interested in the tech, the art, or the leadership, you'll finish this course ready to design and execute a community festival that honors the past while looking toward the future.

## DESIGN STUDIO (MAKERSPACE)

**Prerequisite:** Graphic Design

**H.S.**

In Design Studio, students will learn the operation of a fully-functioning merchandising studio and commercial print shop. This process will take students from creation and refining of designs to physical production of merchandise on industry-standard software and machines, including large format printing, laser engraving, and direct-to-garment printing.

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## EXHIBITION DESIGN & ARTISTIC DEVELOPMENT

**Prerequisite:** Art Fundamentals I, Art Fundamentals II

**H.S.**

Integrating artistic production with curation, students will transition from "creators" to "curators," learning how to design immersive experiences to showcase their original work. Students will learn to balance the aesthetic requirements of artistic development with the functional demands of public engagement, accessibility, and structural integrity. Key learning objectives include narrative mapping, spatial literacy, technology enhancements and curatorial strategy.

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## EXPERIENTIAL MARKETING

**Prerequisite:** Principles of Marketing and Brand Theory

**H.S.**

Students will dive into the art of creating live, "shareable" moments that connect people with brands. Students will move beyond traditional social media ads to design physical pop-up shops, interactive festivals, and physical and digital experiences. Students will learn the basics of consumer psychology, event planning, and creative storytelling while building a portfolio of their own brand activations.

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## FASHION MARKETING & MERCHANDISING

**Prerequisite:** Principles of Marketing

**H.S.**

Fashion Merchandising and Marketing is designed to bridge the gap between the creative world of fashion design and the business-driven world of retail. The course introduces students to the field of fashion promotion and provides foundational fashion concepts related to economics, textiles, and design—all critical aspects of the industry. Students will study technological advances in manufacturing,; mass customization, niche specialization, and inventory planning, management, and execution. Students will also study retail trends such as omnichannel retailing and showrooming.

## PRINT SHOP

**Prerequisite:** Graphic Design and Design Studio (Makerspace)

**H.S.**

In this hands-on, project-based course, students transition from creators to entrepreneurs. Print Shop provides a comprehensive deep dive into the technical and business operations of a professional merchandise and graphics studio. Students will master the complete production lifecycle from the initial spark of a design to the final fulfillment of a customer's order.

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## SOCIAL MEDIA LITERACY & CAMPAIGN

**Prerequisite:** None

**H.S.**

This course explores social media through two key lenses: responsible digital citizenship and creative content development. Students will learn about online safety, privacy, digital footprint, media literacy, and healthy communication practices in the digital world. In the second half, students will apply these principles to create engaging content and develop strategic campaigns for brands, causes, and entertainment. By the end of the course, students will be equipped to navigate and contribute to social media with both awareness and intention.

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## SPORTS & ENTERTAINMENT MARKETING

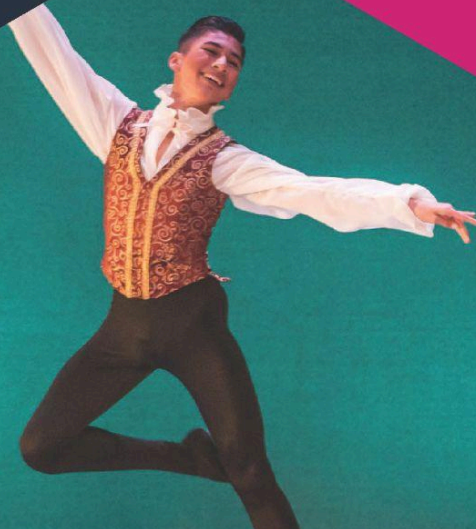
**Prerequisite:** Principles of Marketing

**H.S.**

Turn your passion for sports and pop culture into a professional skill set. This course dives deep into the strategies that power famous athletes, celebrities, and global brands. You'll join a marketing team to analyze the psychology of Super Bowl ads, navigate the economics of the entertainment world, and build a "real-world" portfolio. Whether you're planning an award show nomination campaign or a viral product launch, you'll apply core industry skills to the scenarios

*School of Dance*

**BALLET  
— & —  
CONTEMPORARY  
DANCE  
CONSERVATORY**



### CURRICULUM OVERVIEW

The Ballet & Contemporary Dance Conservatory is a rigorous, conservatory-style, concert dance training, with a strong concentration on ballet, modern, and choreography/composition. The highly qualified staff, with extensive professional experience in the dance world, gives our students the technical skills, discipline, and edge necessary for a professional career in dance, collegiate dance programs, or dance-related fields.

### LEARNING OUTCOMES

Upon completion of the full Ballet & Contemporary Dance Conservatory curriculum pathway, students will be able to:

- Achieve a high level of technical proficiency in ballet, modern, pointe, and men's technique.
- Comprehend and apply the foundations of dance choreography & composition
- Achieve technical proficiency in partnering skills and communication
- Pursue a Collegiate dance track
- Pursue a Professional dance career
- Understand and apply professional work ethic and self-advocate
- Collaborate artistically with others
- Successfully navigate the audition process
- Understand self-care through knowledge of cross-training
- Demonstrate knowledge of basic dance history and pedagogy principles

### CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media, & Entertainment**
- **CTE PATHWAY: Performing Arts**

| Curriculum Pathway Course Titles |                                  |
|----------------------------------|----------------------------------|
| Introductory:                    | BALLET TECH I                    |
|                                  | POINTE I                         |
|                                  | MODERN TECH I                    |
|                                  | COMPOSITION I                    |
|                                  | ALLEGRO I                        |
|                                  | DANCE PERSPECTIVES MIDDLE SCHOOL |

|                      |                      |
|----------------------|----------------------|
| <b>Concentrator:</b> | BALLET TECH II       |
|                      | POINTE II            |
|                      | MODERN TECH II       |
|                      | COMPOSITION II       |
|                      | CONDITIONING         |
|                      | DANCE PERSPECTIVES I |
|                      | CLASSICAL REPERTORY  |

|                  |                       |
|------------------|-----------------------|
| <b>Capstone:</b> | BALLET TECH III       |
|                  | POINTE III            |
|                  | MODERN TECH III       |
|                  | COMPOSITION III       |
|                  | ALLEGRO II            |
|                  | DANCE PERSPECTIVES II |
|                  | CLASSICAL REPERTORY   |

## COURSE DESCRIPTIONS

### BALLET TECH I

**Prerequisite:** None

**M.S.**

BCD Ballet Tech I is designed to introduce an anatomically safe, properly aligned, and well placed training in ballet technique. First and foremost, students will focus on correct body alignment and placement for prolonged physical health. Additional emphasis will be on building strength and control. Daily classes build upon strengthening external rotators, core stability, ballet terminology, musicality, epaulement, port de bras, and articulation of the feet.

### POINTE I

**Prerequisite:** None

**M.S.**

This pointe class will cultivate anatomically safe, properly aligned, and well placed training in pointe. Daily classes will reinforce shape and articulations of the feet, both weight and non-weight bearing in addition to cultivating musicality and dynamics of pointe technique.

## BALLET TECH II

**Prerequisite: None**

**H.S. | C.S.U. (F) | U.C. (F)**

BCD Ballet Tech II is an intermediate to intermediate/advanced level designed to provide an anatomically safe, properly aligned, and well placed training in ballet and pointe technique. For ballet classes, students will focus on correct body alignment and placement for prolonged physical health and building strength and control throughout their training. Daily practice will continue to focus on strengthening external rotators, core stability, ballet terminology, musicality, epaulement, port de bras, and articulation of the feet. This level intensifies as expectations of consistency in skill sets increase and students are expected to build upon precision and refinement in movement, transitioning steps, and working through space. Students cultivate a critical eye and aesthetic standards through observing and critiquing their peers during peer observation days.

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## POINTE II

**Prerequisite: None**

**H.S. | C.S.U. (F) | U.C. (F)**

This intermediate/advanced pointe class will cultivate anatomically safe, properly aligned, and well placed training in pointe. Proper alignment and placement of pointe technique will continue to pervade the teachings, as well as shape and articulations of the feet, both weight and non-weight bearing. Musicality and dynamics of pointe technique will be cultivated in classroom instruction. Cultivating constructive criticism and aesthetic standards and the ability to effectively communicate criticism and differentiate between aesthetic standards continues to provide anatomically safe, properly aligned, and well placed training in pointe. Technical difficulty will be increased as proficiency demands.

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## BALLET TECH III

**Prerequisite: None**

**H.S. | C.S.U. (F) | U.C. (F)**

BCD Ballet Tech III is an intermediate/advanced to advanced level designed to provide an anatomically safe, properly aligned, and well placed training in ballet and pointe techniques. Students will focus on correct body alignment and placement for prolonged physical health and building strength and control throughout their training. Daily practice will continue to focus on strengthening external rotators, core stability, ballet terminology, musicality, epaulement, port de bras, and articulation of the feet. The expectations of consistency in this level are at the proficient level, skill sets are precise and refined. The quality of movement, transitioning steps, and spatial acuity has reached elevated standards. Student maturity and self-motivation are prominent in maintaining a pre-professional level of technical standards and conduct. Students cultivate a critical eye and aesthetic standards through observing and critiquing their peers during peer observation days. Level III focuses on further cultivation of technical standards and refining and evolving aesthetics and artistry inherent in female and male variations.

## POINTE III

**Prerequisite: None**

**H.S. | C.S.U. (F) | U.C. (F)**

Pointe classes provide anatomically safe, properly aligned, and well placed training in pointe. Proper alignment and placement of pointe technique will continue to pervade the teachings, as well as shape and articulations of the feet, both weight and non-weight bearing. Musicality and dynamics of pointe technique will be cultivated in classroom instruction. Variations will be introduced in this level, building upon the strength and skills necessary to successfully execute the technical pointe demands of the variations.

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## ALLEGRO I

**Prerequisite: None**

**M.S.**

BCD Allegro I provides an anatomically safe, properly aligned, and well placed training in male ballet and modern technique. Students will focus on correct body alignment and placement for prolonged physical health and building strength and control throughout their training. Allegro classes continue to focus on the principles of the ballet and modern training with an emphasis on steps specific to historically male roles. In addition, students will work on carriage of the body, resistance and weight in movements, and building stamina through reduced music tempi. Basic batterie is introduced in this class.

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## ALLEGRO II

**Prerequisite: None**

**H.S.**

This class is designed for dancers to develop advanced movement skills and explore the full potential of their physicality. Combining classical ballet and contemporary techniques, the class emphasizes powerful jumps, intricate turns, and historically male-focused variations, while also cultivating musicality, fluidity, and expressive artistry. Students will strengthen their technical precision, stamina, and spatial awareness, learning how to move with both strength and elegance. Through a combination of exercises, variations, and performance sequences, dancers will challenge themselves physically and creatively, gaining confidence in high-level movement and enhancing their overall performance quality.

## MODERN TECH I

**Prerequisite: None**

**M.S.**

This class will investigate and develop skills used in modern and contemporary dance forms. Class material will draw inspiration from Bartenieff Fundamentals, Cunningham technique, Release Technique, a variety of floorwork techniques and improvisational practices in order to develop clarity and understanding in engaging with modern and contemporary phrase work. Dancers will cultivate skills in musicality, texture and momentum to guide their movement.

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## COMPOSITION I

**Prerequisite: None**

**M.S.**

Through task-based dance building, students will utilize prompts to generate original movement phrases and scores. This course will challenge and inspire students to generate movement in new ways and create an environment where students can explore building movement vocabularies which are unique to them and are true to their interpretation of movement tasks. Students will engage in thoughtful reflection and healthy conversation about artistic vision and execution.

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## MODERN II

**Prerequisite: None**

**H.S. | C.S.U. (F) | U.C. (F)**

This course is an intermediate/advanced level course based on the foundational principles of the Horton Technique. Students will explore the structure, strength and flow of the Horton vocabulary through warm-ups, fortifications, preludes and other intermediate/advanced level appropriate Horton studies. The focus will be placed on alignment, breath, coordination, musicality, spatial awareness and artistic expression. By the end of the course, students will understand the basic Horton framework and be able to execute intermediate level studies and phrases with control and confidence.

## COMPOSITION II

**Prerequisite:** None

**H.S. | C.S.U. (F) | U.C. (F)**

This course is an intermediate/advanced level composition course Modern Dance Horton Based. This course is designed to empower students to create compelling original choreography using the language and structure of Horton Modern Dance Technique and artistry as a compositional foundation. Students will explore guided improvisation and use experiential prompts to drive authentic choreographic choices. This course will focus on solo and group work that honors technique, intuition, rhythm, expression and risk-taking. Emphasis will be placed on generating movement from the body's architecture, shaping ideas with structure, and performing with intention.

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## MODERN TECH III

**Prerequisite:** None

**H.S. | C.S.U. (F) | U.C. (F)**

This class will investigate and develop skills used in modern and contemporary dance forms. Class material will draw inspiration from Release Technique, Gaga, a variety of floorwork techniques and improvisational practices as well as varying aesthetic explorations of contemporary dance forms. Students will dissect movement patterns through the framework of specificity, anatomical function, dynamics, and qualities of performance to become more versatile performers, embracing stylistic shifts in contemporary phrase work.

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## COMPOSITION III

**Prerequisite:** None

**H.S. | C.S.U. (F) | U.C. (F)**

This class will investigate and develop skills used for choreography, improvisation and performance. We will examine a range of choreographers and moments in the contemporary dance field to explore various choreographic tools and concepts, ranging anywhere from the solo form to group work. In this class, expect to be open-minded and curious, as well as eager to give and receive feedback respectfully and gracefully.

## CONDITIONING: PROGRESSIVE BALLET TECHNIQUE

**Prerequisite: None**

**M.S. & H.S. | C.S.U. (F) | U.C. (F)**

Conditioning through the Progressing Ballet Technique method is designed to enhance students' technique as well as help with injury prevention through ballet technique specific exercises. This is accomplished with the use of exercise balls and resistance bands, using progressive exercises that focus on specific muscle groups.

Course Objectives and Outcomes: This course is intended to create muscle memory that will enhance ballet technique and strength. The exercises in this course focus on increasing core strength and improving alignment and placement.

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## DANCE PERSPECTIVES: MIDDLE SCHOOL

**Prerequisite: None**

**M.S**

This course introduces students to dance beyond technical training, emphasizing artistic growth and the development of healthy training habits.

Students explore dance history, observe performances, and research the body as the dancer's primary instrument. Through discussion, written reflection, performance viewings, and research projects, they begin to understand dance as both a physical discipline and a cultural art form.

The course also encourages goal setting, resilience, collaboration, and reflective rehearsal and creative practices, helping students build the habits and mindset necessary for continued artistic growth.

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## DANCE PERSPECTIVES I

**Prerequisite: None**

**H.S.**

This course explores dance as an evolving field of artistic and professional practice. Students investigate diverse career pathways within dance and related fields while developing a deeper understanding of the historical, cultural, and contemporary contexts that shape the art form.

Through performance analysis, research projects, and discussion students examine influential choreographers, companies, and movements in dance history. Students also explore the structure of the dance industry and begin developing foundational professional skills such as artistic reflection, and research into training and career opportunities.

The course encourages students to expand their understanding of the many ways artists contribute to the field of dance.

## DANCE PERSPECTIVES II

**Prerequisite: Dance Perspectives I**

**HS**

Dance Perspectives II focuses on artistic identity, creative exploration, and professional preparation for life beyond high school. Students develop personal portfolios, artist statements, and other professional materials while reflecting on their artistic values, goals, and creative interests.

The course explores collaboration, leadership, and sustainability within the dance field. Through discussion, reflective writing, research, and creative projects, students deepen their understanding of dance as a lifelong practice and consider how their training can contribute to the broader artistic community.

Dance Perspectives II prepares students to transition thoughtfully into collegiate programs, professional dance environments, and other creative pathways.

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## CLASSICAL REPERTORY

**Prerequisite: None**

**HS**

Classical Repertory explores the choreography, stylistic conventions, and historical context of the classical ballet canon through the study and performance of selected excerpts. Students analyze the movement vocabulary, musical structure, and cultural influences that shape classical works while learning repertory from historically significant ballets.

Through rehearsal, discussion, performance observation, and written reflection, students develop critical awareness of how classical ballet traditions inform contemporary performance practice. The course emphasizes stylistic accuracy, musical interpretation, ensemble collaboration, and the ability to embody historical works with both technical precision and artistic understanding.

*School of Dance*

**BALLET  
FOLKLÓRICO  
— DANCE —  
CONSERVATORY**

### CURRICULUM OVERVIEW

The Ballet Folklórico Dance Conservatory is the only program of its kind in the US designed to develop well-rounded dancers in the art of Mexican folk dance, preparing students for a professional career or collegiate programs. Working with our faculty of dance professionals and leaders in their respective areas of folklórico, flamenco, ballet, modern, and contemporary, students learn technique, body alignment, control, strength, and style. While expanding their understanding of choreography by learning repertoire from the various states of Mexico and Spain, thereby developing artistry along with historical and cultural values.

### LEARNING OUTCOMES

Upon completion of the full Ballet Folklórico Dance Conservatory curriculum pathway, students will be able to:

- Achieve a high level of technical proficiency in Mexican folk dance
- Acquire a deeper connection to historical and cultural values
- Comprehend and apply the foundations of dance choreography & composition
- Be prepared for a Collegiate dance track
- Be prepared for a professional dance career
- Have a deeper understanding of cultural art and its representation in the world of art
- Understand and apply professional work ethic, time management, and self-advocacy
- Collaborate artistically with others
- Demonstrate knowledge of folklórico dance history and how it relates to dance history in the United States and its impact

### CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media, and Entertainment**
- **CTE PATHWAY: Performing Arts**

| Curriculum Pathway Course Titles |                               |
|----------------------------------|-------------------------------|
| Introductory:                    | CLASSICAL BALLET I            |
|                                  | MODERN I                      |
|                                  | BALLET FOLKLÓRICO TECHNIQUE I |
|                                  | BALLET FOLKLÓRICO REPERTORY I |
|                                  | FLAMENCO I                    |

|                      |                                |
|----------------------|--------------------------------|
| <b>Concentrator:</b> | CLASSICAL BALLET II            |
|                      | MODERN II                      |
|                      | BALLET FOLKLÓRICO TECHNIQUE II |
|                      | BALLET FOLKLÓRICO REPERTORY II |
|                      | FLAMENCO II                    |
|                      | CLASSICAL BALLET III           |
|                      | FLAMENCO III                   |

|                  |                                 |
|------------------|---------------------------------|
| <b>Capstone:</b> | BALLET FOLKLÓRICO REPERTORY III |
|                  | CHOREOGRAPHY COMPOSITION        |

| Singletons                    |  |
|-------------------------------|--|
| CONTEMPORARY                  |  |
| HISTORY OF MEXICAN FOLK DANCE |  |

## COURSE DESCRIPTIONS

### BALLET FOLKLÓRICO TECHNIQUE I

**Prerequisite:** None

**M.S.**

This course is designed to provide properly aligned and well-placed training in Mexican Folk Dance technique. As with all dance forms, folklórico dance has its own set of technique sequences and terminology. Students will focus on correct body alignment for prolonged physical health, building strength and control throughout their training. The course will emphasize technique that will enhance clarity of zapateado (footwork combinations), strength, and body control, as well as stylistic nuances particular to the Mexican region of study. Daily practice will include folklórico terminology, musicality, upper body movement including skirt work, and articulation of the feet to master footwork combinations.

Course Objectives and Outcomes: Understand proper anatomical alignment and body placement to maintain core strength throughout execution of folklórico technique. Demonstrate correct zapateado combinations with clarity, strength, and stylistic nuances of regions of Mexico. Understand how to maintain core strength while executing footwork and upper body movement.

## BALLET FOLKLÓRICO REPERTORY I

**Prerequisite: None**

**M.S.**

This is an intermediate course designed to provide properly aligned and well-placed training in Mexican folk dance repertoire. In this course students will connect the learning from their technique class incorporating into the repertoire of the various states and regions of Mexico. Including an understanding of the history and influences from other countries that contributed to the folk dances of the region. The course will emphasize technique, footwork, strength, body control and style particular to the region of study. Daily practice will continue to focus on core stability, folklórico terminology, musicality, upper body movement including skirt work, and articulation of the feet to master footwork combinations.

Course Objectives and Outcomes: Learning choreographic works by local and international choreographers demonstrating correct placement, articulation of zapateado combinations, stylistic nuances to the varied musical rhythms of the region of study. Understanding choreographic structure and performance value by teacher, peer, and self-assessments to refine personal awareness of performance and to work cooperatively in an ensemble.

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## CLASSICAL BALLET I

**Prerequisite: None**

**M.S.**

This class will be conducted in a classical ballet format including barre, center, and across the floor movement developing properly aligned dancers. They will explore ballet choreography, creative movement, and other exercises that will increase strength, control, and flexibility.

Course Objectives and Outcomes: Using the principles of classical ballet to improve and enhance the dancers understanding of proper anatomical alignment and placement while using correct terminology. Understand the definition of core and how to strengthen the core and demonstrate the ability to maintain core consistently throughout execution of movement.

## FLAMENCO I

**Prerequisite: None**  
**M.S.**

This is a beginning level course designed to provide proper alignment, technique and training in Flamenco dance. The course will emphasize the fundamental techniques of Flamenco posture, arm and handwork, footwork, palmas or percussive hand clapping, rhythm, and musicality. Students will expand their choreographic experience by learning more about various rhythms found in Flamenco, how they relate to each other, and how they are performed. All the while learning to value the history and culture of Flamenco. Through performance opportunities, the students will have the chance to develop their own creative expression and experiences as a performing artist.

Course Objectives and Outcomes: Understand correct placement of Flamenco technique, including articulation of taconeo (heel work) combinations with clarity, strength, and stylistic nuances of each palo (rhythm). Understanding movement of body and arms with artistic quality executing the stylistic nuances and emotion of the flamenco rhythm in conjunction with the varying compás (time signatures).

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## BALLET FOLKLÓRICO TECHNIQUE II

**Prerequisite: None**  
**H.S.**

This advanced course is designed to provide properly aligned and well-placed training in Mexican Folk Dance technique. As with all dance forms, folklórico dance has its own set of technique sequences and terminology. Students will focus on correct body alignment for prolonged physical health, building strength and control throughout their training. The course will emphasize technique that will enhance clarity of zapateado (footwork combinations), strength, and body control, as well as stylistic nuances particular to the Mexican region of study. Daily practice will include folklórico terminology, musicality, upper body movement including skirt work, and articulation of the feet to master footwork combinations.

Course Objectives and Outcomes: Understand proper anatomical alignment and body placement to maintain core strength throughout execution of folklórico technique. Demonstrate correct zapateado combinations with clarity, strength, and stylistic nuances of regions of Mexico. Understand how to maintain core strength while executing footwork and upper body movement.

## BALLET FOLKLÓRICO REPERTORY II

**Prerequisite: None**

**H.S. | C.S.U. (F) | U.C. (F)**

This is an intermediate to advanced course designed to provide properly aligned and well-placed training in Mexican folk dance repertoire and choreographies. In this course students will connect the learning from their technique class incorporating into the repertoire of the various states and regions of Mexico. Including an understanding of the history and influences from other countries that contributed to the folk dances of the region. The course will emphasize technique, footwork, strength, body control and style particular to the region of study. Daily practice will continue to focus on core stability, folklórico terminology, musicality, upper body movement including skirt work, and articulation of the feet to master footwork combinations. Through performances of these choreographic works students will develop creative expression and opportunities leading to the growth of the dancer as an artist.

Course Objectives and Outcomes: Learning choreographic works by local and international choreographers demonstrating correct placement, articulation of zapateado combinations, stylistic nuances to the varied musical rhythms of the region of study. Understanding choreographic structure and performance value by teacher, peer, and self-assessments to refine personal awareness of performance and to work cooperatively in an ensemble.

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## FLAMENCO II

**Prerequisite: None**

**H.S.**

This is an intermediate to advanced level course designed to provide proper alignment, technique and training in Flamenco dance. The course will emphasize the fundamental techniques of Flamenco posture, arm and handwork, footwork, palmas or percussive hand clapping, rhythm, and musicality. Students will expand their choreographic experience by learning more about various rhythms found in Flamenco, how they relate to each other, and how they are performed. All the while learning to value the history and culture of Flamenco. Through performance opportunities, the students will have the chance to develop their own creative expression and experiences as a performing artist.

Course Objectives and Outcomes: Understand correct placement of Flamenco technique, including articulation of taconeo (heel work) combinations with clarity, strength, and stylistic nuances of each palo (rhythm). More defined execution of movement of body and arms with artistic quality incorporating the stylistic nuances and emotion of the flamenco rhythm in conjunction with the varying compás (time signatures).

## MODERN II

**Prerequisite: None**

**H.S.**

This modern dance technique course is designed for BF students and includes the fundamental concepts, skills, movement vocabulary, and artistic expression specific to modern dance.

Course Objectives & Outcomes: Demonstrate the principles of modern dance through release technique using parallel positions. Participate in discussions (verbal and written) using imagery and applying the basics of movement observation. Understanding the use of proper alignment such as neutral spine, neutral pelvis, and the tripod of the foot while developing performance qualities of intention, expression, focus, dynamics, and musicality.

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## CLASSICAL BALLET II

**Prerequisite: None**

**H.S.**

This intermediate class will be conducted in a classical ballet format including barre, center, and across the floor movement developing properly aligned dancers. They will explore ballet choreography, creative movement, and other exercises that will increase strength, control, and flexibility.

Course Objectives and Outcomes: Using the principles of classical ballet to improve and enhance the dancers understanding of proper anatomical alignment and placement while using correct terminology. Understand the definition of core and how to strengthen the core and demonstrate the ability to maintain core consistently throughout execution of movement.

## BALLET FOLKLÓRICO REPERTORY III

**Prerequisite: None**

**H.S. | C.S.U. (F) | U.C. (F)**

This is an advanced course designed to provide properly aligned and well-placed training in Mexican folk dance repertoire and choreographies. The course will emphasize technique, footwork, strength, body control and style particular to the Mexican region of study at an advanced level. Including an understanding of the history and influences from other countries that contributed to the folk dances of the region. Daily practice will continue to focus on core stability, folklórico terminology, musicality, upper body movement including skirt work, and articulation of the feet to master footwork combinations. Through performances of these choreographic works students will develop creative expression and opportunities leading to the growth of the dancer as an artist.

Course Objectives and Outcomes: Learning choreographic works by local and international choreographers demonstrating correct placement, articulation of zapateado combinations, stylistic nuances to the varied musical rhythms of the region of study. Understanding choreographic structure and performance value by teacher, peer, and self-assessments to refine personal awareness of performance and to work cooperatively in an ensemble.

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## MODERN III

**Prerequisite: None**

**H.S.**

This modern dance technique course is designed for BF students and includes intermediate to advanced concepts, skills, movement vocabulary, and artistic expression specific to modern dance.

Course Objectives & Outcomes: Demonstrate the principles of modern dance through release technique using parallel positions. Participate in discussions (verbal and written) using imagery and applying the basics of movement observation. Understanding the use of proper alignment such as neutral spine, neutral pelvis, and the tripod of the foot while developing performance qualities of intention, expression, focus, dynamics, and musicality.

## CLASSICAL BALLET III

**Prerequisite: None**

**H.S.**

This intermediate to advanced class will be conducted in a classical ballet format including barre, center, and across the floor movement developing properly aligned dancers. They will explore ballet choreography, creative movement, and other exercises that will increase strength, control, and flexibility.

Course Objectives and Outcomes: Using the principles of classical ballet to improve and enhance the dancers understanding of proper anatomical alignment and placement while using correct terminology. Understand the definition of core and how to strengthen the core and demonstrate the ability to maintain core consistently throughout execution of movement.

---

## FLAMENCO III

**Prerequisite: None**

**H.S.**

This is an advanced level course designed to provide proper alignment, technique and training in Flamenco dance. The course will emphasize the fundamental techniques of Flamenco posture, arm and handwork, footwork, palmas or percussive hand clapping, rhythm, and musicality. Students will expand their choreographic experience by learning more about various rhythms found in Flamenco, how they relate to each other, and how they are performed. All the while learning to value the history and culture of Flamenco. Through performance opportunities, the students will have the chance to develop their own creative expression and experiences as a performing artist.

Course Objectives and Outcomes: Understand correct placement of Flamenco technique, including articulation of taconeo (heel work) combinations with clarity, strength, and stylistic nuances of each palo (rhythm). More defined execution of movement of body and arms with artistic quality incorporating the stylistic nuances and emotion of the flamenco rhythm in conjunction with the varying compás (time signatures).

## CONTEMPORARY DANCE

**Prerequisite: None**

**H.S.**

This class includes the fundamentals and principles of Contemporary Dance with the use of Jazz Dance for supplemental training. Technique, concepts, and artistic qualities of contemporary dance will be explored through the use of center, center combinations, and improvisations. In addition to technical skill development, the class will work on muscle coordination, flexibility, strength, and conditioning.

Course Objectives and Outcomes: Students will be able to demonstrate the integration of body organization, artistic qualities, and technique in a contemporary dance. While applying meaning and communication behind movements through the use of gestures, body expression, space, structure, and dynamics. Continuing to develop strength, flexibility, and muscle coordination to safely execute dance movements.

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## HISTORY OF FOLKLÓRICO DANCE

**Prerequisite: None**

**H.S.**

The dynamic cultural expression of folklórico dance is widely practiced throughout greater México and the United States. In order to better understand the complexity of this genre, students will analyze and integrate the elements of geography and history, from pre-conquest to modern day into the analysis of folklórico dance. In addition, the concepts of identity, culture, authenticity and tradition will also be explored as to how they relate to folklórico dance, both in its history and modern evolution. Students will integrate their learning from previous courses in order to expand their knowledge and understanding.

Course Objectives and Outcomes: Students will develop a more in depth understanding of folklórico dance by examining the various elements and concepts that encompass the folklórico genre. Promote critical thinking through research of choreographers both in Mexico and the United States utilizing journaling as a medium. Relating how this dance form impacts the dancer, community, and globally.

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## CHOREOGRAPHY COMPOSITION

**Prerequisite: None**

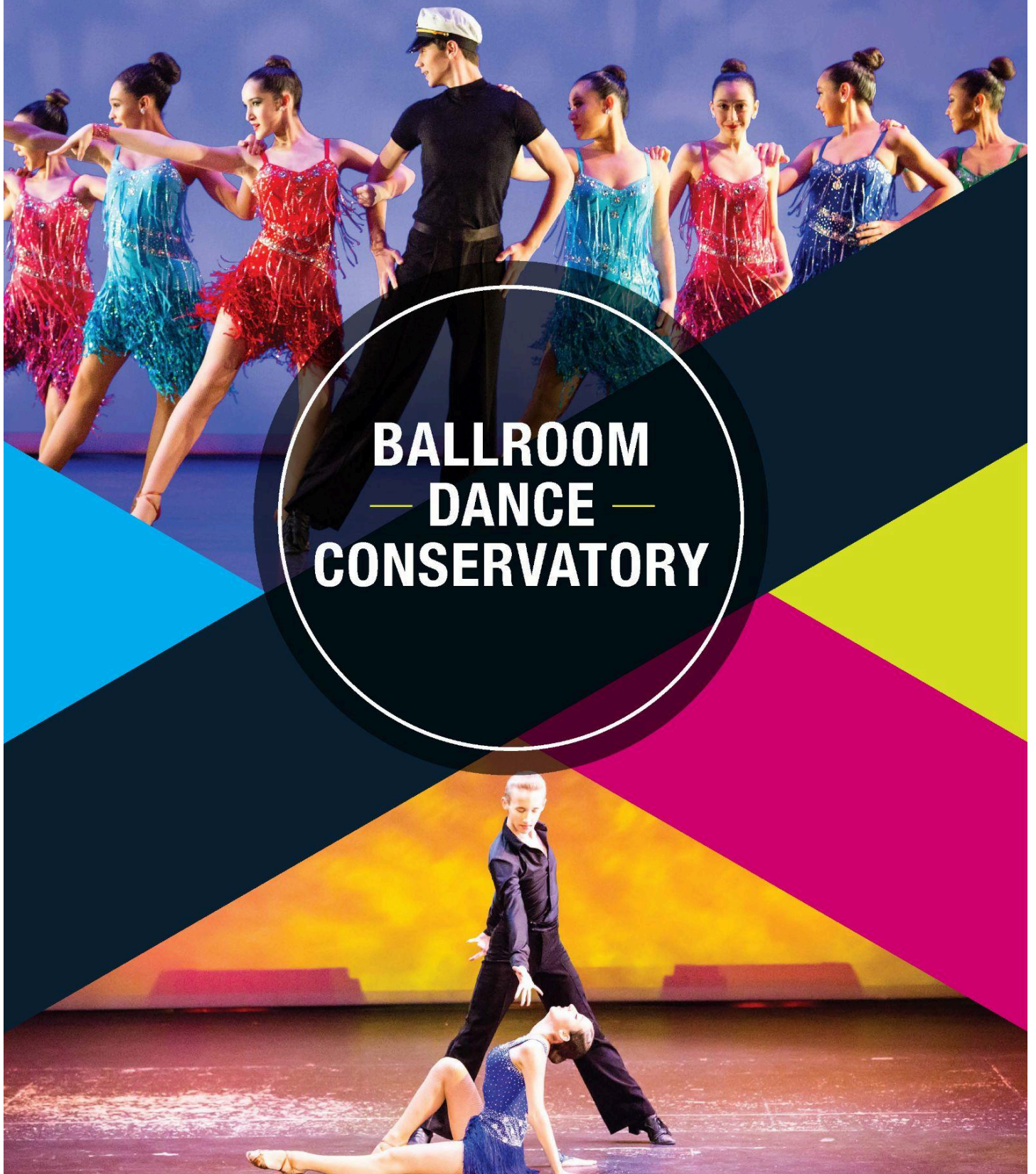
**H.S.**

This class will explore and practice the developmental and creative process of choreography. Dancers will utilize various choreographic elements, analyze performances, and practice working collaboratively to understand how to create choreography.

Course Objectives and Outcomes: Students will create, direct, and perform in a full dance work using various methods of movement and dance styles. Cultivate a language to speak about aesthetic choices and question the creative process through critical dialogue.

*School of Dance*

**BALLROOM  
— DANCE —  
CONSERVATORY**



## CURRICULUM OVERVIEW

The Ballroom Dance Conservatory is designed for ambitious dancers in grades 7 through 12, who desire comprehensive training in the art forms of ballroom and Latin dance. Students explore the diverse rhythms, techniques, and characteristics of the five international ballroom dance styles, the five international Latin dance styles, and the four American smooth dance styles. The Ballroom Dance Conservatory's faculty is comprised of well-known professionals in the industry, including world championship competitors, judges, and studio owners from Southern California, providing students with one-of-a-kind classes and world-class training.

## LEARNING OUTCOMES

Upon completion of the full Ballroom Dance Conservatory curriculum pathway, students will be able to:

- Achieve high-level technical proficiency in the Latin dances of Cha Cha, Samba, Rumba, Paso Doble, and Jive.
- Achieve high-level technical proficiency in the Smooth/Standard dances of Waltz, Tango, Foxtrot, Viennese Waltz, and Quickstep.
- Create showcase routines and competition routines based on syllabus figures and open choreography
- Have an appreciation for their learned artform and the artforms of other artists
- Secure an entry level professional teaching position at a ballroom dance studio
- Understand dance etiquette and professionalism in many different environments – including rehearsals, competitions, and performances.
- Collaborate with kindness and empathy
- Think deeply about art and other subjects by activating their internal curiosity

## CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media and Entertainment**
- **CTE PATHWAY: Performing Arts**

| Curriculum Pathway Course Titles |                          |
|----------------------------------|--------------------------|
| Introductory:                    | BR LATIN BALLROOM        |
|                                  | BR STANDARD FUNDAMENTALS |
| Concentrator:                    | BR LATIN TECHNIQUE I     |
|                                  | BR AMERICAN SMOOTH       |

|  |                                   |
|--|-----------------------------------|
|  | BR LATIN S&G                      |
|  | BR DANCE CONCERT PERFORMANCE I-IV |
|  | BR STANDARD BR                    |

|                  |                                        |
|------------------|----------------------------------------|
| <b>Capstone:</b> | BR LATIN TECHNIQUE II                  |
|                  | BR ADVANCED LATIN (AUDITION ONLY)      |
|                  | BR ADVANCED SMOOTH (AUDITION ONLY)     |
|                  | BR LATIN TECHNIQUE III (AUDITION ONLY) |
|                  | BR REPERTORY I-IV                      |

## COURSE DESCRIPTIONS

### BR AMERICAN SMOOTH

**Prerequisite:** Recommended **Prerequisite:** BR Standard Fundamentals, BR Standard Ballroom  
**M.S. & H.S. | C.S.U. (f) | U.C. (f)**

This is an advanced class that focuses on the technique and expression of International Ballroom dances and American Smooth dances such as Waltz, Tango, Viennese Waltz, Quickstep, and Foxtrot. Students will study the body mechanics, timing, footwork, partnering, style and emotion of this dance category. The students will apply this training to warm up routines, school figures, and choreography for competitions and showcases.

### BR ADVANCED LATIN *(Audition Only)*

**Recommended Prerequisite:** BR Latin Technique I, BR Latin Technique II, BR Latin S&G  
**M.S. & H.S.**

This is an advanced class that focuses on learning open choreography in the five Latin Competition Dances for competing with a partner and for competing on our Latin Formation Team. Students will experience this creative process first hand and apply their technique to this choreography. Students will perform these open routines, in competitions and showcases, while focusing on attention to the finer details required in open championships and formation categories.

## **BR ADVANCED SMOOTH** *(Audition Only)*

**Recommended Prerequisite:** BR American Smooth, BR Standard Ballroom  
**M.S. & H.S.**

This is an advanced class that focuses on learning open choreography in the four American Smooth Competition Dances for competing with a partner and for competing on our Smooth Formation Team. Students will experience this creative process first hand and apply their technique to this choreography. Students will perform these open routines, in competitions and showcases, with attention to technical proficiency while embodying the character of each dance.

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## **BR DANCE CONCERT PERFORMANCE I-IV**

**Prerequisite:** None  
**Dual Enrollment SAC Equivalent:** DNCE 107A-D  
**M.S. & H.S. | C.S.U. (f) | U.C. Transferrable**

Formal dance concert performance experience for dance students. Includes both rehearsal process and a minimum of three on-stage public performances.

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## **BR LATIN BALLROOM**

**Prerequisite:** None  
**M.S. & H.S. | C.S.U. (f) | U.C. (f)**

This is an intermediate class that focuses on going further into the technique in the five International Latin competition dances. Students will study the body mechanics, timing, footwork, partnering, style and emotion of this dance category. The students will apply this training to warm up routines, school figures, and choreography for competitions and showcases.

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## **BR LATIN S&G**

**Recommended Prerequisite:**  
**M.S. & H.S. | C.S.U. (f) | U.C. (f)**

This is an intermediate class that focuses on learning open choreography in the five Latin Competition Dances - Cha cha, Samba, Rumba, Paso Doble, and Jive. After learning the choreography and technique of these dances, students will be expected to perform these open routines, in competitions and showcases, with attention to technical proficiency and while embodying the character of each dance.

## BR LATIN TECHNIQUE I

**Prerequisite:** None

**M.S. & H.S. | C.S.U. (f) | U.C. (f)**

This is an intermediate class that focuses on learning syllabus figures and routines for competing with a partner in the five Latin Competition Dances. Students will apply the technique they learn in this class to their choreography. Students will perform these closed routines in competitions and showcases.

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## BR LATIN TECHNIQUE II

**Recommended Prerequisite:** BR Latin Technique I, BR Latin Ballroom

**M.S. & H.S. | C.S.U. (f) | U.C. (f)**

This is an advanced class that focuses on learning open choreography in the five Latin Competition Dances - Cha cha, Samba, Rumba, Paso Doble, and Jive. After learning the choreography and technique of these dances, students will be expected to perform these open routines, in competitions and showcases, with attention to technical proficiency and while embodying the character of each dance.

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## BR LATIN TECHNIQUE III *(Audition Only)*

**Recommended Prerequisite:** BR Latin Technique I, BR Latin Technique II, BR Latin S&G

**M.S. & H.S. | C.S.U. (f) | U.C. (f)**

This is an advanced class that focuses on learning open choreography in the five Latin Competition Dances for competing with a partner and for competing on our Latin Formation Team. Students will experience this creative process first hand and apply their technique to this choreography. Students will perform these open routines, in competitions and showcases, while focusing on attention to the finer details required in open championships and formation categories.

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## BR REPERTORY I-IV

**Prerequisite:** None

**Dual Enrollment SAC Equivalent:** DNCE 240A-D

**M.S. & H.S. | C.S.U. (f) | U.C. Transferrable**

This is an intermediate-advanced level class that focuses on learning performance skills through group, duet and/or solo repertoire. Includes preparation for public concerts and performances at different venues. Dances vary each semester.

## BR STANDARD FUNDAMENTALS

**Prerequisite: None**

**M.S. & H.S. | C.S.U. (f) | U.C. (f)**

This is an intermediate class that focuses on the technique, rhythms, and characteristic stylings of the five International Standard Ballroom competition dances - Waltz, Tango, Viennese Waltz, Foxtrot, and Quickstep. This training will immediately be applied to syllabus figures and routines for competing with a partner. Students will perform these closed routines in competitions and showcases.

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## BR STANDARD BALLROOM

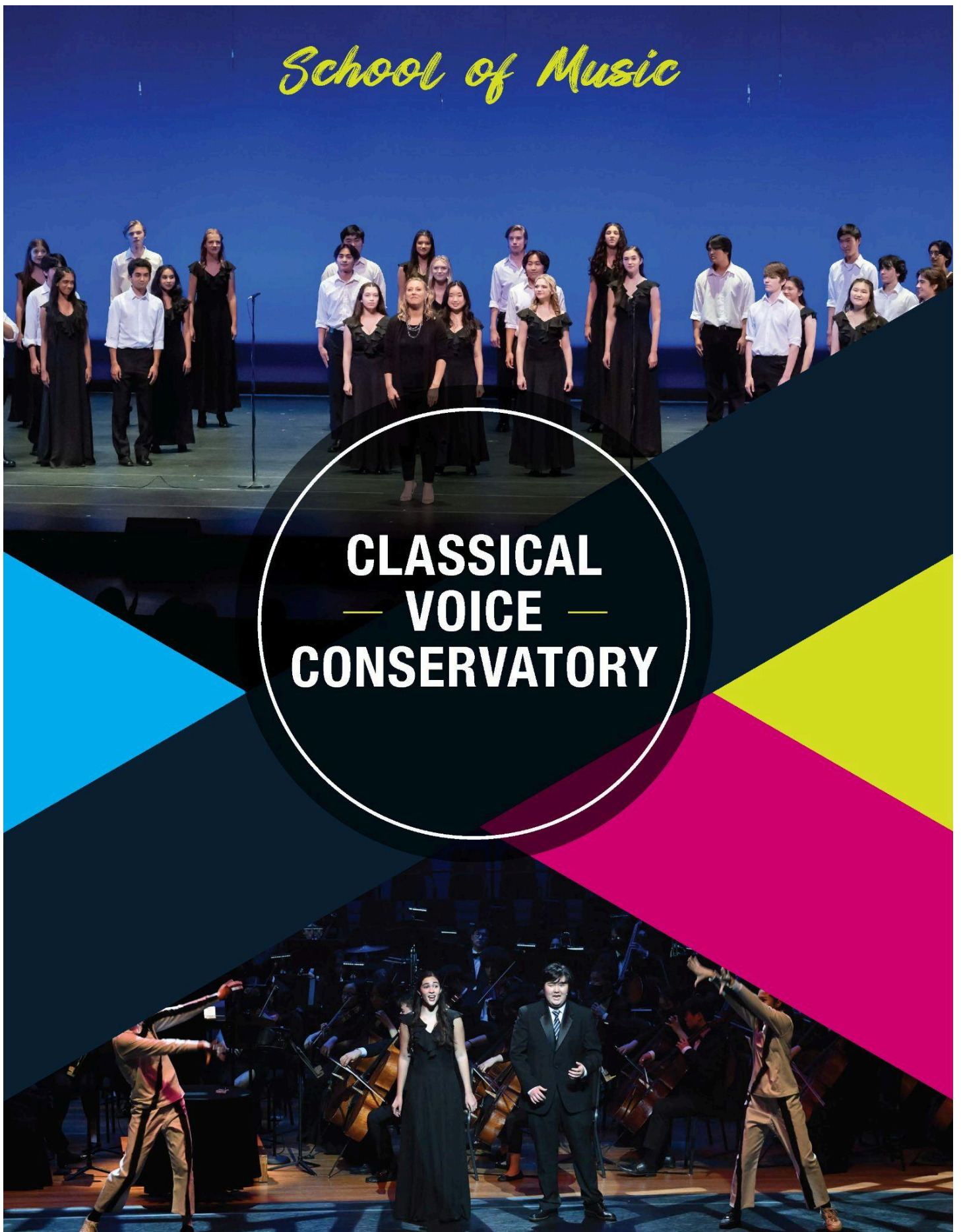
**Recommended Prerequisite: None**

**M.S. & H.S. | C.S.U. (f) | U.C. (f)**

This is an intermediate class that focuses on learning closed Bronze, Silver, and Gold choreography in the five International Ballroom competition dances. The focus of this class will be on the technique and expression of Waltz, Tango, Viennese Waltz, Foxtrot, and Quickstep. Students will study the body mechanics, timing, footwork, partnering, style and emotion of this dance category. The students will apply this training to warm up routines, school figures, and choreography for competitions and showcases.

*School of Music*

**CLASSICAL  
— VOICE —  
CONSERVATORY**



## CURRICULUM OVERVIEW

### Classical Voice Mission Statement

*Nurturing enthusiastic, curious young singers to become creative, musically proficient and collaborative artists.*

The Classical Voice Conservatory is designed as a college preparatory program focused on vocal arts. This program is ideal for young singers interested in learning about the fundamentals of classical singing and those who may someday choose to pursue a career in singing or music teaching. Modeled after well-established collegiate vocal arts programs, the Classical Voice Conservatory curriculum is balanced between performance-focused classes and academic music courses.

Students in this conservatory are immersed in the fundamental elements of music, such as: theory, musicianship, history, diction, and piano classes, as well as classes focused on solo and ensemble singing, such as art song collaboration, opera scenes, choral ensembles, and class voice. Students also benefit from the knowledge, experience, and high caliber education of the faculty, consisting of credentialed music professionals, most of whom have a master's degree in music and/or ten years or more of experience in the professional music industry. Renowned guest artists, university faculty, and industry leaders visit the school's campus on a regular basis to share their expertise and creativity through residencies, master classes, lectures, performances, presentations, and hands-on training. The conservatory offers a number of unique and exciting performance opportunities, such as choir concerts, Composer's Night, Opera Scenes, an opera production and a solo recital. Community partnerships with leading arts organizations nationwide, including the **Los Angeles Music Center**, **Los Angeles Opera**, **Parnassus Society**, **SOKA Performing Arts Center**, and **Los Angeles Master Chorale**, among others, augment the performance and learning opportunities for students in this conservatory. Every four years, students also have the opportunity to participate in an international tour.

## LEARNING OUTCOMES

Upon completion of the full Classical Voice Conservatory curriculum pathway, students will be able to:

- Read a vocal part from a previously-unseen piece of music with attention to musical elements of pitch, rhythm and text
- Collaborate with another artist on a prepared selection of music
- Describe and demonstrate expressive elements of vocalism related to breath, support, vowels and languages, and articulation
- Interpret a piece of music with attention to style points, text, translation, musical elements and any given circumstances
- Demonstrate character and an artistic point of view for a given selection through musical elements and vocalism

- Discuss music from a theoretical and performative perspective
- Demonstrate performance choices that reflect premeditated thought and preparation
- Identify and select a piece of music or a role that suits their individual voice at the students' age and level of development

## CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: ARTS, MEDIA, & ENTERTAINMENT**
- **CTE PATHWAY: PERFORMING ARTS**

| Curriculum Pathway Course Titles |                                           |
|----------------------------------|-------------------------------------------|
| Introductory:                    | THEORY/MUSICIANSHIP I                     |
|                                  | CV PIANO*                                 |
|                                  | DICTION                                   |
| CV                               | ON STAGE!                                 |
|                                  | THEORY/MUSICIANSHIP II **                 |
|                                  | THEORY/MUSICIANSHIP III**                 |
|                                  | ART SONG COLLABORATION**                  |
|                                  | CORO SONORO (T/B Chorus)                  |
|                                  | STELLA VOCE (S/A Chorus)                  |
|                                  | HISTORICAL PRACTICE *                     |
|                                  | INTRO TO RECORDING*                       |
|                                  | PARNASSUS SOCIETY ARTS INTERNSHIP CLASS** |
|                                  | ACTING TECHNIQUES FOR SINGERS*            |
|                                  | VOCAL FORUM                               |
|                                  | ORATORIO CHORUS                           |
| Capstone:                        | OPERA SCENES **                           |
|                                  | CHAMBER SINGERS (SELECT MIXED CHORUS) **  |
|                                  | JAZZ VOICE **                             |
| CV:                              | CONDUCTING                                |

\* Open Conservatory Elective

\*\* Open Based on Placement Exam or Audition/Jury Required

## Singletons

MIDDLE SCHOOL CLASSES: BEGINNING MUSICIANSHIP (7), CLASS VOICE (7), OPERA FROM SCRATCH (8), CONCERT CHOIR (7-8)

## COURSE DESCRIPTIONS

### ACTING FOR SINGERS

**Prerequisite: None**

**H.S.**

Acting for Singers is a fundamental class in the techniques of solo vocal performance for opera and musical theatre that takes place over two consecutive semesters. In this class students will develop assigned repertoire through the lens of physical movement, vocal techniques and interpretive concepts to bring a song to life for the performer and the audience. Students will discover methods for acting choices and learn to inhabit a song's character through the score, text and musical elements as well as through historical research and elements of theatre performance practices.

### ART SONG COLLABORATION

**Prerequisite: None**

**H.S. | C.S.U. (f) | U.C. (f)**

Art Song Collaboration is an intermediate solo performance class that partners student singers with student pianists for a truly collaborative experience. Our work culminates in a final recital each semester. In this course, students will be assigned a classical art song in its original language. Students are expected to learn, memorize and perform vocal literature with a holistic understanding of style, communication of the text, diction, classical technique and contextual background. Students will expand their knowledge of solo and small ensemble art song literature with opportunities to improve overall vocal technique and musicianship.

### CV / PARNASSUS ARTS INTERNSHIP CLASS

**Prerequisite: CV Chorale, CV T/B Chorus, S/A Chorus (or similar experience), and Theory/Musicianship I,II, III. Entry by application only.**

The CV / Parnassus Society Internship Class is a hands-on training program in classical music concert production, promotion, and community engagement. Students will work alongside industry professionals to learn the skills needed to produce and market high-level performing arts events. Projects include creating digital and print marketing materials, producing social media campaigns, documenting performances, assisting with event production, and building professional portfolios.

## BEGINNING MUSICIANSHIP

**Prerequisite: None**

Beginning Musicianship is an entry-level course which focuses on the fundamental elements, formal organization and creative expression of Western Classical Music based on the current California Music Content Standards. Emphasis will be placed on solfege, hand signs, clefs, note names, accidentals, enharmonic equivalents, rhythmic values, time signatures, key signatures, scales, sight-singing, dictation, and composition.

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## CONDUCTING

**Prerequisite: CV Theory I, II, III, CV Coro Sonoro, CV Women's Chorus, or similar experience**

This class serves as an introduction to choral conducting. Through discussion, score study, conducting experience and self-reflection, students will explore the relationship between physical gesture and sound. Although particularly relevant for students who will later pursue a degree in music education, all students will benefit by gaining experience from the "other side of the podium".

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## CHAMBER SINGERS

**Prerequisite: CV Chorale, CV T/B Chorus, S/A Chorus (or similar experience), and Theory/Musicianship I,II, III. Entry by Jury Audition only.**

Chamber Singers is an advanced level choral ensemble. This course will introduce students to challenging choral repertoire in different languages and cohesive musicianship instruction, alongside Theory/Musicianship III. Students will study a variety of music and perform four concerts throughout the course of the year. Through studying music which spans a variety of cultures, genres, and eras, students will gain an evolving understanding of performance practices. Emphasis will also be placed on music literacy with daily sight singing exercises using solfeggio. Ultimately the singers will begin to achieve independent musicianship, and simultaneously garner a love of music and singing with peers in a collaborative, ensemble setting.

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## CLASS VOICE

**Prerequisite: None**

Class Voice is a beginning solo performance class. Our work culminates in two mini recitals and one feature performance: "Jr. Evening of Art Song". In this course, students will be assigned a classical art song in English. Students are expected to learn, memorize and perform vocal literature with fundamental understanding of style, communication of the text, diction, classical technique and historical background. They will additionally spend a secondary unit learning a piece of chamber music. This is a duet, trio, or quartet that is performed with one singer on a part.

## CONCERT CHOIR

**Prerequisite: None**

Concert Choir is a beginning level choral ensemble. This course will offer a basic introduction in theory, musicianship and choral singing. Singers will gain experience singing in a variety of languages such as Latin, Italian, German, French, etc., garner knowledge of musical terms and historical perspective, gain a sense of proper performance practice for various musical eras, develop aural skills and music literacy using solfeggio, build musical independence, and foster a love of music and singing.

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## DICTION

**Prerequisite: None**

This course takes place over two consecutive semesters. Students are expected to develop an introductory familiarity with the International Phonetic Alphabet (IPA), through attaching IPA symbols to spoken and sung phonemes in English, Italian, and German, along with building a familiarity with the execution and understanding of these foreign languages. Additionally, students will incorporate this knowledge of diction and language into vocal repertoire to add depth to scenes, songs and arias, in a variety of languages associated with the vocal arts.

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## HISTORICAL PRACTICE

**Prerequisite: None**

Historical practice is an historical survey class covering over 1,000 years of music history from the standpoint of vocal music. The focus of this course is to identify characteristics in historical musical periods following a chronological journey from Gregorian chant through to Musical Theatre in order to understand, appreciate, listen to, and perform a variety of musical styles and forms. Emphasis will be placed on historic instrumentation and its impact on vocal music, vocal classification, important composers, differing compositional styles between time periods, and the influence of historical music on performance practice of today.

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## INTRO TO RECORDING

**Prerequisite: None**

An introduction to music technology, focused on the basic fundamentals of audio recording and MIDI programming. Classes will place an emphasis on the basic operations and components in areas as follows: digital audio workstations (DAW), recording & editing vocals, and MIDI sequencing.

## JAZZ VOICE FELLOWSHIP

**Prerequisites:** Theory / Musicianship III (or equivalent), CV Symphonic Voices, CV Art Song Literature, CV On Stage! Entry by Jury Audition only. 2 year maximum enrollment.

The Jazz Voice Fellowship Program is an advanced performance class which takes place over the course of two consecutive semesters. Each semester's work culminates in a performance. In this course, students will be assigned jazz standards and solo transcriptions, learning the fundamentals of working with a band. Students will be expected to learn, memorize, and perform jazz literature with comprehensive understanding of style, performance practice, healthy vocal technique, and historical background.

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## CV PIANO

**Prerequisite:** None

**H.S. | C.S.U. (f) | U.C. (f)**

CV Piano is a beginning level course meant to give students usable piano skills to support their role as a classically trained singer. This course includes instruction on practical piano-playing skills and insight into classical technique and accompaniment skills for piano/vocal literature. Students receive individualized feedback on their work and are able to work independently, or in small groups. We will learn keyboard fundamentals (grand staff note reading, chord voicing, rhythmic interpretation) on how to realize a lead sheet, and have an appreciation for different musical styles.

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## ON STAGE!

**Prerequisite:** None

On Stage! will cover basic stagecraft and theatre terms, learning and preparation of music, coaching techniques, character analysis/research, professional expectations and performance techniques. One semester will culminate with a fully staged opera. In this course, students will be assigned a role in an opera or musical theatre, or in scenes. Students are expected to learn, memorize, and perform the repertoire as well as analyze and incorporate elements of musicianship, style, performance practice, diction, classical technique, and historical background.

## ORATORIO CHORUS

**Prerequisite:** CV Theory I, II, III, CV Coro Sonoro, CV Women's Chorus, or similar experience

Oratorio Chorus is a choral ensemble that focuses on learning and preparing selections from choral masterworks and performs once per semester. This class will meet once per week in two cohorts for 70 minutes. The fall semester will cover Baroque and Classical foundations, and the spring semester will continue with an exploration of Romantic and contemporary masterworks. Students will deepen their understanding of languages associated with the repertoire (Latin, Italian, English, German, French, Spanish, among others) through study, translation and the application of the International Phonetic Alphabet. Students will also develop a deeper understanding of applied sight reading through regular sight reading of selections from the repertoire using solfeggio.

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## OPERA FROM SCRATCH

**Prerequisite:** CV Beginning Musicianship/CV Class Voice

In a small workshop format, students create an opera from scratch beginning with a story concept and concluding with a final production at the end of the year. Students will adapt a pre-existing story, write a libretto, and set the libretto to music in the form of an original opera. Students will have the opportunity to design costumes, plan props, and stage their own work. Subjects covered include the fundamental musical structure of opera, operatic history, composition techniques, storyboarding, libretto, motivic development, and theatrical aspects of an operatic production.

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## OPERA SCENES

**Prerequisite:** CV On Stage! (or similar experience), and successful completion of CV Theory/Musicianship III final exam. Entry by Jury Audition only.

Opera scenes is an advanced performance class which takes place over the course of two consecutive semesters. Each semester's work culminates in a fully staged opera scenes program (fall semester) and a formal concert (spring semester). In this course, students will be assigned scenes from opera, operetta and some classical musical theatre. Students are expected to learn, memorize and perform operatic literature in a variety of languages, as well as to analyze and incorporate elements of style, performance practice, diction, classical technique and historical background.

## CV S/A CHORUS (STELLA VOCE)

**Prerequisite:** CV Concert Choir, or similar choral experience

S/A Chorus / Stella Voce is an advanced choral ensemble. Through the study, practice and performance of treble choral literature, students in this course develop musicianship skills, learn to work in small and large groups, sing in a variety of languages, garner knowledge of musical terms and historical perspective, gain a sense of proper performance practice for various musical eras, develop aural skills, build musical independence, and foster a love of music and singing with peers in a collaborative, ensemble setting.

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## T/B CHORUS (CORO SONORO)

**Prerequisite:** CV Concert Choir, or similar choral experience

T/B Chorus / Coro Sonoro is an intermediate level ensemble which performs male choral literature of all styles in four annual choral concerts. Students will apply the International Phonetic Alphabet and experience singing in various languages. Music literacy will be emphasized with daily sight singing exercises using the solfege system. Students will garner knowledge of musical terms and historical perspective, gain a sense of proper performance practice for various musical styles, develop aural skills, build musical independence, and foster a love of music and singing with peers in a collaborative, ensemble setting.

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## THEORY/MUSICIANSHIP I

**Prerequisite:** None

**H.S. | C.S.U. (f) | U.C. (f)**

Theory/Musicianship I is a beginning/intermediate music theory course which focuses on the fundamental elements, formal organization and creative expression of Western Classical Music based on the current California Music Content Standards. Emphasis will be placed on solfege, hand signs, clefs, note names, accidentals, enharmonic equivalents, rhythmic values, time signatures, key signatures, intervals, scales, sight-singing, dictation, and composition.

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## THEORY/MUSICIANSHIP II

**Prerequisite:** Theory/Musicianship I, or successful completion of Theory/Musicianship I final exam

**H.S. | C.S.U. (f) | U.C. (f)**

Theory/Musicianship II is an intermediate music theory course which focuses on the fundamental elements, formal organization, and creative expression of Western Classical Music based on the current California Music Content Standards. Emphasis will be placed on time signatures, rhythmic notation, key signatures, scales, intervals, triads, seventh chords, inversions, sight-singing, and dictation.

## THEORY/MUSICIANSHIP III

**Prerequisite:** Theory/Musicianship II, or successful completion of Theory/Musicianship II final exam  
**H.S. | C.S.U. (f) | U.C. (f)**

Theory/Musicianship III is an intermediate/advanced music theory course which focuses on the fundamental elements, formal organization and creative expression of Western Classical Music based on the current California Music Content Standards. Emphasis will be placed on scales, modes, motivic treatment, seventh chords, analysis, secondary functions, texture, transposition, sight-singing, dictation, and composition.

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## VOCAL FORUM

**Prerequisite:** Coro Sonoro/Stella Voce, Theory/Musicianship III, or successful completion of Theory/Musicianship III final exam or similar experience

This open forum class is primarily intended to give students an opportunity to participate in and observe weekly master classes led by invited guests who are experts in their fields. In addition to masterclasses, students will be presented with lectures on a variety of subjects related to music, including, but not limited to: college auditions, resume building, networking and marketing, performance related issues, vocal health, careers in music, history of famous singers, etc. Students will also have opportunities to perform for each other throughout the year in non-masterclass settings.

*School of Dance*

**COMMERCIAL  
— DANCE —  
CONSERVATORY**



## CURRICULUM OVERVIEW

The Commercial Dance Conservatory is the only program of its kind in the country specially designed to develop well-rounded dancers with the technical skills, discipline, and commitment necessary for a career in the dance industry and/or admittance into prestigious university and college dance programs. Through a progressive curriculum, students build a strong technical and artistic foundation. They receive instruction in a variety of dance forms from a core faculty of professionals. Esteemed guest artists also expose students to current and innovative dance forms, as well as provide students with the unique opportunity to establish working relationships with internationally renowned choreographers. Through these experiences, students develop an appreciation of the different dance genres and styles, as well as the history of the art form.

## LEARNING OUTCOMES

Upon completion of the full Commercial Dance Conservatory curriculum pathway, students will be able to:

- Achieve high technical proficiency in ballet, modern, jazz, tap, hip hop, and its derivatives
- Be fully prepared to enter and succeed in the dance industry
- Be fully prepared to enter and succeed in a collegiate track for dance
- Collaborate effectively
- Think deeper about art and dance by activating one's internal curiosity
- Self advocate for their futures and for the future of dance
- Create innovative dance and theatre
- Choreograph for stage, television, and film
- Understand the importance of dance history when choreographing and critiquing dance
- Master professionalism and understand the importance of meeting the expectations required to be successful the dance industry and in college
- Lead with kindness and empathy
- Have a holistic understanding of how to take care of oneself through dance and movement

## CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: ARTS, MEDIA, & ENTERTAINMENT**
- **CTE PATHWAY: Performing Arts**

| Curriculum Pathway Course Titles |                           |
|----------------------------------|---------------------------|
| Introductory:                    | BALLET/MODERN TECHNIQUE I |
|                                  | JAZZ TECHNIQUE I          |
|                                  | TAP TECHNIQUE I           |

|  |                     |
|--|---------------------|
|  | HIP HOP TECHNIQUE I |
|--|---------------------|

|                      |                                                                                                                                                                                            |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Concentrator:</b> | BALLET TECHNIQUE II, III, IV                                                                                                                                                               |
|                      | JAZZ TECHNIQUE II, III, IV                                                                                                                                                                 |
|                      | TAP TECHNIQUE II, III                                                                                                                                                                      |
|                      | HIP HOP TECHNIQUE II, III, IV, V                                                                                                                                                           |
|                      | MODERN TECHNIQUE II, III                                                                                                                                                                   |
|                      | CONTEMPORARY BALLET II, III, IV                                                                                                                                                            |
|                      | CONTEMPORARY MODERN, II, III                                                                                                                                                               |
|                      | MUSICAL THEATRE JAZZ II, III                                                                                                                                                               |
|                      | DANCE HISTORY                                                                                                                                                                              |
|                      | DANCE SCIENCE                                                                                                                                                                              |
|                      | WELLNESS FOR THE DANCER                                                                                                                                                                    |
|                      | BODY CONDITIONING & INJURY PREVENTION                                                                                                                                                      |
|                      | MUSICAL THEATRE JAZZ II, III                                                                                                                                                               |
|                      | WORLD ARTS & CULTURES III                                                                                                                                                                  |
|                      | CHOREOGRAPHY AND COMPOSITION II, III, IV                                                                                                                                                   |
|                      | CREATIVE EXPRESSIONS: MULTIMEDIA JAZZ, DANCE FOR CAMERA, CHOREOGRAPHY AND DESIGN, BEGINNING SONG AND DANCE, INTRODUCTION TO DANCER'S LAB, PRODUCTION DANCE, CREATIVE PRODUCTION MANAGEMENT |

|                  |                                       |
|------------------|---------------------------------------|
| <b>Capstone:</b> | ADVANCED MUSICAL THEATRE DANCE        |
|                  | ADVANCED HIP HOP                      |
|                  | ADVANCED SONG & DANCE                 |
|                  | COLLEGE PREP BALLET/MODERN            |
|                  | CONTEMPORARY IV, V                    |
|                  | CREATIVE ENTREPRENEURSHIP I, II       |
|                  | COLLEGE PREP PROFESSIONAL DEVELOPMENT |
|                  | PARTNERING & REPERTORY                |
|                  | CHOREOGRAPHY & COMPOSITION 5          |
|                  | DANCER'S LAB IV, V                    |
|                  | REPERTORY V                           |
|                  | MULTI-STYLES DANCE                    |

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## COURSE DESCRIPTIONS

### BALLET/MODERN TECHNIQUE I

**Prerequisite:** None

**M.S.**

This beginning-level course introduces the fundamentals of ballet and modern dance techniques. Students explore posture, placement, and movement efficiency while learning basic combinations at the barre and center. The course emphasizes body alignment, spatial awareness, and creative expression.

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### JAZZ TECHNIQUE I

**Prerequisite:** None

**M.S.**

This introductory course emphasizes foundational skills in jazz. Students learn essential vocabulary, musicality, and rhythmic coordination while developing strength, flexibility, and body awareness. The course integrates cultural and stylistic contexts to foster appreciation for both genres.

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### TAP TECHNIQUE I

**Prerequisite:** None

**M.S.**

This introductory course focuses on the fundamentals of tap dance technique and rhythm. Students develop coordination, clarity of sound, and basic tap vocabulary. Emphasis is placed on musicality, timing, and improvisation.

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### HIP HOP TECHNIQUE I

**Prerequisite:** Dance History

**M.S.**

This introductory course emphasizes hip hop dance and its cultural origins. Students learn essential vocabulary, musicality, and rhythmic coordination while developing style and knowledge on the history of hip hop. The course integrates cultural and stylistic contexts to foster appreciation for the genre.

## BALLET TECHNIQUE II

**Prerequisite:** None

**H.S. C.S.U. (F) | U.C. (F)**

This course builds upon foundational ballet technique with increased focus on strength, flexibility, and coordination. Students expand their vocabulary with more complex barre and center exercises. Musicality, artistry, and technical precision are emphasized throughout.

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## CONTEMPORARY BALLET II

**Prerequisite:** None

**H.S.**

This course bridges classical ballet technique with contemporary movement principles. Students explore fluidity, floorwork, and dynamics while applying ballet alignment and vocabulary. Emphasis is placed on adaptability between classical and contemporary styles.

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## JAZZ TECHNIQUE II

**Prerequisite:** None

**H.S.**

This course builds upon the foundations of Jazz/Hip Hop Technique I with greater focus on strength, flexibility, and stylistic versatility. Students expand their vocabulary with turns, leaps, and more intricate footwork. Emphasis is placed on musicality, dynamics, and performance quality.

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## TAP TECHNIQUE II

**Prerequisite:** None

**H.S.**

An intermediate tap course focusing on clarity, rhythm, and syncopation, students expand their vocabulary with more complex steps, turns, and time signatures. Improvisation and ensemble work are emphasized.

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## MODERN TECHNIQUE II

**Prerequisite:** None

**H.S.**

This intermediate-level course develops upon foundational modern dance practices, emphasizing contraction, release, floorwork, and spatial awareness. Students expand their movement vocabulary through phrasework and improvisation. Attention is given to dynamic range and expressive qualities.

## MUSICAL THEATRE JAZZ II

**Prerequisite: None**

**H.S.**

This course introduces students to the style and performance techniques of musical theatre jazz at an intermediate level. Students study jazz technique while focusing on storytelling, characterization, and stage presence. The course emphasizes the integration of dance with music and acting to prepare students for ensemble and solo work in musical theatre.

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## HIP HOP II

**Prerequisite: None**

**H.S. C.S.U. (F) | U.C. (F)**

This intermediate-level course builds upon foundational hip hop technique, focusing on increased speed, coordination, and stylistic versatility. Students explore intermediate grooves, isolations, floorwork, and freestyle improvisation while emphasizing musicality and performance quality.

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## CHOREOGRAPHY AND COMPOSITION II

**Prerequisite: None**

**H.S. C.S.U. (F) | U.C. (F)**

This intermediate-level course focuses on the fundamentals of choreography and compositional techniques. Students explore phrase development, motif manipulation, and spatial design. Emphasis is placed on creative problem-solving and developing original movement material.

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## MULTIMEDIA JAZZ II

**Prerequisite: None**

**H.S.**

This course integrates jazz dance technique with multimedia elements such as film, digital design, and performance technology. Students explore how jazz movement can be enhanced through visual and digital mediums. Emphasis is placed on creativity, collaboration, and performance innovation.

## BALLET TECHNIQUE III

**Prerequisite:** None

**H.S. C.S.U. (F) | U.C. (F)**

This intermediate-level course refines ballet technique with a focus on precision, alignment, and strength. Students learn increasingly complex barre and center combinations, including turns, jumps, and extensions. Greater emphasis is placed on artistry, musicality, and performance presence.

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## CONTEMPORARY BALLET III

**Prerequisite:** None

**H.S.**

An intermediate-level course designed for students with prior experience in both ballet and contemporary dance, students refine their ability to integrate fluidity and grounded movement into classical technique. Choreographic studies emphasize interpretation and stylistic versatility.

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## JAZZ TECHNIQUE III

**Prerequisite:** None

**H.S.**

This advanced-level course challenges students with complex jazz techniques and dynamic performance styles. Students study advanced turns, jumps, and stylistic variations, while also engaging in choreography and improvisation. Emphasis is placed on versatility, artistry, and pre-professional readiness.

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## TAP TECHNIQUE III

**Prerequisite:** None

**H.S. C.S.U. (F) | U.C. (F)**

This advanced-level tap course emphasizes technical mastery, rhythmic complexity, and performance artistry. Students explore improvisation, choreography, and ensemble work at a professional standard. Historical and stylistic contexts are integrated into classwork.

## MODERN TECHNIQUE III

**Prerequisite: None**

**H.S. C.S.U. (F) | U.C. (F)**

This course will cover intermediate modern dance technique with an emphasis on dynamic alignment, body patterning, transitions and movement quality, floorwork and release. The course is designed to provide students with technical awareness and ability, in order to move with confidence and clarity in various forms of modern and contemporary dance.

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## MUSICAL THEATRE JAZZ III

**Prerequisite: None**

**H.S.**

This advanced-level course challenges students to refine their jazz technique and theatrical expression for pre-professional readiness. Students perform advanced repertory inspired by Broadway and professional stage productions, with emphasis on character development, stylistic versatility, and stage presence. The course prepares students for auditions and performance opportunities in musical theatre.

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## CONTEMPORARY III

**Prerequisite: None**

**H.S.**

This course expands upon foundational technique through a deeper exploration of movement quality, musicality, and dynamic range. Students refine their use of weight, floor work, and spatial awareness while developing greater control and fluidity. Emphasis is placed on connecting technical execution to emotional expression and performance intent. Dancers are encouraged to take risks and explore personal artistry within structured combinations and phrase work. This course supports the transition from intermediate to advanced contemporary training.

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## HIP HOP III

**Prerequisite: None**

**H.S.**

This advanced-level hip hop course emphasizes complex choreography, speed, precision, and stylistic versatility. Students refine their technique while exploring advanced isolations, floorwork, musical interpretation, and group dynamics. The course prepares students for performance, competition, and collegiate/pre-professional opportunities.

## CHOREOGRAPHY AND COMPOSITION III

**Prerequisite: None**

**H.S. C.S.U. (F) | U.C. (F)**

This course builds on intermediate skills with greater focus on form, structure, and thematic development. Students explore transitions, dynamics, and collaborative composition in group or solo projects. Emphasis is placed on artistic intent and expressive clarity.

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## CONTEMPORARY BALLET IV

**Prerequisite: None**

**H.S.**

This advanced course emphasizes technical mastery and artistic maturity in contemporary ballet. Students engage in challenging repertoire, complex phrasework, and performance studies. The course prepares dancers for collegiate or pre-professional opportunities requiring versatility and refinement.

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## CONTEMPORARY IV

**Prerequisite: None**

**H.S.**

Contemporary Dance IV advances technical precision and artistic complexity through challenging movement phrases and improvisational exploration. Students are expected to demonstrate increased strength, control, and versatility while navigating intricate floor work, directional changes, and partnering elements. Emphasis is placed on individuality, musical interpretation, and the ability to sustain performance quality throughout extended sequences. Dancers continue to refine their artistic voice while working collaboratively and independently. This course prepares students for pre-professional expectations in contemporary dance.

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## JAZZ TECHNIQUE IV

**Prerequisite: None**

**H.S. C.S.U. (F) | U.C. (F)**

This pre-professional level course advances students' mastery of jazz technique through rigorous combinations, complex rhythms, and diverse stylistic explorations. Students refine advanced turns, leaps, and floorwork while learning to adapt their performance for multiple jazz styles, including commercial, concert, and theatrical forms. Choreography projects emphasize collaboration, interpretive depth, and professional-level performance skills.

## CHOREOGRAPHY AND COMPOSITION IV

**Prerequisite:** None

**H.S. C.S.U. (F) | U.C. (F)**

An advanced-level course emphasizing complex choreographic design and professional-level composition, students develop extended works with attention to musicality, dynamics, and audience engagement. Projects may integrate multiple dance styles or interdisciplinary elements.

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## MULTI-STYLES DANCE IV

**Prerequisite:** None

**H.S.**

This advanced-level course challenges students to refine versatility across multiple dance forms, including jazz, hip hop, ballet, modern, and world styles. Students study advanced choreography, improvisation, and performance techniques requiring adaptability and range. The course emphasizes the integration of diverse stylistic vocabularies into cohesive performance.

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## COLLEGE PREP BALLET/MODERN

**Prerequisite:** None

**H.S.**

This capstone course prepares students for collegiate-level dance programs. Students refine advanced ballet and modern techniques while focusing on audition readiness, performance quality, and repertory study. Written and practical assessments support college preparation and professional readiness.

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## CONTEMPORARY V

**Prerequisite:** None

**H.S.**

This capstone course is a pre-professional level course that emphasizes mastery of technique, artistry, and performance presence. Students are challenged with complex choreography that demands full-bodied commitment, nuanced musicality, and advanced physicality. Emphasis is placed on personal interpretation, risk-taking, and the ability to adapt quickly to diverse choreographic styles. Dancers are expected to demonstrate consistency, professionalism, and leadership within the studio environment. This course serves as a culminating experience, preparing students for collegiate and professional dance pathways.

## JAZZ TECHNIQUE V

**Prerequisite: None**

**H.S. C.S.U. (F) | U.C. (F)**

This capstone jazz course prepares students for collegiate and professional dance opportunities through intensive training, performance, and choreography. Students are challenged with professional-level repertory, improvisation, and collaborative projects, culminating in the creation and presentation of an original solo or ensemble work. Emphasis is placed on technical mastery, performance readiness, and artistic identity.

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## REPERTORY V

**Prerequisite: None**

**H.S.**

Repertory focuses on the study, rehearsal, and performance of existing professional dance works. Students learn choreography from established choreographers, gaining insight into stylistic nuances and performance intent. Emphasis is placed on precision, consistency, and honoring the original work while bringing individual artistry to the performance. Dancers develop rehearsal discipline and adaptability within a company-style environment. This course bridges training and professional practice through the experience of staged works.

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## ADVANCED MUSICAL THEATRE DANCE

**Prerequisite: None**

**H.S.**

This capstone course emphasizes advanced performance skills in the style of musical theatre dance. Students refine jazz technique while integrating acting, vocal expression, and storytelling into choreography. Repertory studies include iconic works from Broadway productions, with emphasis on audition preparation, stage presence, and professional performance standards.

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## ADVANCED HIP HOP

**Prerequisite: None**

**H.S.**

This capstone course emphasizes professional-level hip hop performance, choreography, and stylistic mastery. Students explore advanced combinations, improvisation, street and commercial styles, and performance techniques designed for competitions, showcases, and pre-professional opportunities. The course focuses on versatility, creativity, musicality, and professional presentation.

## **MULTI-STYLES DANCE V**

**Prerequisite: None**

**H.S.**

This capstone course emphasizes technical mastery, stylistic versatility, and professional preparation across multiple dance genres. Students engage in advanced repertory, choreography, and collaborative projects that mirror collegiate and professional environments. The course culminates in performance opportunities and portfolio development that showcase a well-rounded and adaptable dancer.

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## **CREATIVE EXPRESSION: DANCE FOR CAMERA**

**Prerequisite: None**

**H.S.**

This course expands upon the foundations of Multimedia Jazz, focusing specifically on performance techniques for film and digital media. Students explore camera angles, framing, and on-screen presence while integrating choreography with cinematic storytelling. Emphasis is placed on adapting movement for camera, editing awareness, and collaborative production processes.

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## **CREATIVE EXPRESSION: SONG AND DANCE, BEGINNING, ADVANCED**

**Prerequisite: None**

**H.S.**

This course explores the integration of movement and vocal performance across a variety of styles, including pop, R&B, and musical theatre. At the beginning level, students build foundational skills in singing while maintaining strong dance technique, focusing on coordination, breath control, and storytelling. At the advanced level, dancers refine their ability to execute complex choreography while singing, developing greater stamina, vocal control, and stylistic nuance. Across all levels, emphasis is placed on performance quality, versatility, and authentic expression. This class prepares students for the multidisciplinary demands of commercial and musical theatre performance.

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## **DANCER'S LAB: INTRODUCTION, IV, V**

**Prerequisite: None**

**H.S.**

This course is a process-driven class focused on developing individual artistry and creative voice. Students engage in improvisation, composition, and guided exploration to generate original movement. As levels advance, dancers are expected to take greater ownership of their creative process and refine their choreographic skills. Emphasis is placed on risk-taking, collaboration, and critical reflection. This course cultivates confident, innovative artists prepared to contribute original work in both academic and professional settings.

## DANCE HISTORY

**Prerequisite:** None

**H.S.**

This course provides an overview of dance history including the origins of dance as a part of culture, religion, and performance. We will explore the evolution of dance through traditions, choreographers, companies, and dancers, in relationship to historical events that influenced dance. Indigenous/folk, ballet, modern, jazz, tap, and contemporary dance genres will be discussed. This is a lecture and movement class.

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## WELLNESS FOR THE DANCER

**Prerequisite:** None

**H.S.**

This course emphasizes the physical and mental well-being of the dancer. Students study topics such as anatomy, injury prevention, nutrition, conditioning, and mindfulness practices. Through lectures and movement-based activities, dancers develop strategies to maintain healthy habits and sustainable careers in the performing arts.

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## DANCE SCIENCE

**Prerequisite:** None

**H.S.**

Dance Science provides a foundational understanding of the body in motion through the study of kinesiology, anatomy, and movement mechanics. Students learn how muscles, bones, and joints function together to support efficient and safe movement. The course emphasizes injury prevention, strength, flexibility, and alignment as they relate to dance technique. Students will apply scientific principles to improve performance quality and longevity. This class empowers dancers to train smarter and develop a deeper awareness of their physical instrument.

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## WORLD ART AND CULTURE DANCE

**Prerequisite:** None

**H.S.**

This course surveys global dance forms, exploring their cultural, historical, and artistic significance. Students engage in both movement practice and academic study, learning traditional and contemporary styles from diverse regions. Emphasis is placed on cultural respect, contextual understanding, and appreciation for dance as a global language.

## BODY CONDITIONING & INJURY PREVENTION

**Prerequisite: None**

**H.S. C.S.U. (F) | U.C. (F)**

This course is focused on the rich and complex interaction between the skeletal structure and musculature of the human body. While our bodies are composed of many components, such as bones, muscles, fascia, nerves, organs etc, it is the integration of all these structures into movement that makes dance a fulfilling experience for both the dancer and the audience. In order to achieve this integration, the dancer must first have a basic understanding of the role all body systems play into the movement required. Through lecture and physical practice students will gain the knowledge on how to prevent injury, and successfully self-identify anatomical issues and structure to enhance performance.

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## PARTNERING & REPERTORY

**Prerequisite: None**

**H.S.**

This course focuses on partner work across dance styles, emphasizing technique, trust, and safe execution. Students explore lifts, counterbalances, weight-sharing, and synchronized movement in duets or small ensembles. The course prepares students for advanced performance and collaboration in various genres.

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## PROFESSIONAL DEVELOPMENT

**Prerequisite: None**

**H.S.**

This course is geared toward college and career preparation. Students will begin a self-reflective practice on career goals. Through this practice students will identify what career paths and colleges will best support those goals and interests. Students will begin developing a three-dimensional portfolio that represents not only the artistic and academic OCSA student, but the whole human.

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## CREATIVE ENTREPRENEURSHIP I, II

**Prerequisite: None**

**H.S.**

This course is designed to empower dance students to become skilled professional artists and innovative creative thinkers well-equipped to succeed in today's art and entertainment landscape. Students will learn how to leverage the talents they have fostered as movement artists and identify transferable skills that will help them in their professional journeys.

Practical assignments guide students in creating creative college portfolios as well as professional portfolios relevant to a career in the performing arts and beyond.

## CREATIVE PRODUCTION MANAGEMENT

**Prerequisite: None**

**H.S.**

This course introduces students to the creative and business processes behind producing a live dance performance. Students explore areas such as artistic direction, budgeting, marketing, design, and production logistics while collaborating as a team. Emphasis is placed on leadership, problem-solving, and effective communication within a production environment. Through hands-on experience, students will actively contribute to the planning and execution of a conservatory dance production. By the end of the course, students will understand how to bring a performance from concept to stage.

*School of Fine & Media Arts*

**CREATIVE  
— WRITING —  
CONSERVATORY**



### CURRICULUM OVERVIEW

The Creative Writing Conservatory provides exceptional and supportive instruction to literary-minded high school students in preparation for careers in writing and for enriched educational and life experiences. The curriculum follows a university Master of Fine Arts (M.F.A.) model, instructors typically hold such advanced degrees, and students exiting the conservatory successfully will have received a comparable creative writing education. Core Classes form the foundation of the Creative Writing experience, and students will be enrolled in and complete the Core Classes by the end of their sophomore year. An array of benchmark electives allows students to self-select their own course of study while completing conservatory requirements in a flexible order. Most classes are mixed grade (9-12) as a result. Individual subjects vary within these elective course categories: Advanced (in Core Subjects), Author Study, Genre Study, World Fiction, Topics in Lit, and Industry Prep.

In addition to the CTE pathway classes, the Creative Writing Conservatory has partnerships with Santa Ana College and Golden West College to offer certain courses as Dual Enrollment, earning the student college credit for the OCSA course. OCSA students enrolled in these courses are exempt from all tuition and enrollment fees associated with taking college courses; however, enrollment in these courses require extra class hours that students may be asked to stay after school or attend special sessions to complete.

### LEARNING OUTCOMES

Upon completion of the full Creative Writing Conservatory curriculum pathway, students will be able to:

- Understand the structures significant to various forms of storytelling
- Express themselves effectively in the various modes of writing, including poetry, prose, and dramatic writing styles
- Identify authors, poets, and playwrights of historical and contemporary significance
- Identify significant literary movements from across the globe
- Understand the requirements for success in literary industries
- Participate meaningfully in creative workshops
- Collaborate with other artists in distinctive ways

### CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR:** Arts, Media, and Entertainment
- **CTE PATHWAY:** Design, Visual, and Media Arts Pathway

| Curriculum Pathway Course Titles |                                  |
|----------------------------------|----------------------------------|
| Introductory:                    | CORE CREATIVE NONFICTION         |
|                                  | CORE PLAYWRITING                 |
|                                  | CORE POETRY                      |
|                                  | CORE SCREENWRITING (CW DM120 Sc) |
|                                  | CORE SHORT STORY                 |
|                                  | CORE SUBMISSION AND PUBLICATIONS |

|               |                      |
|---------------|----------------------|
| Concentrator: | AUTHOR STUDY         |
|               | FLASH FICTION        |
|               | GENRE STUDY          |
|               | TOPICS IN LITERATURE |
|               | TV WRITING           |
|               | WORLDBUILDING        |
|               | WORLD FICTION        |

|           |                              |
|-----------|------------------------------|
| Capstone: | ADVANCED CREATIVE NONFICTION |
|           | ADVANCED PLAYWRITING         |
|           | ADVANCED POETRY              |
|           | ADVANCED SCREENWRITING       |
|           | ADVANCED SHORT STORY         |
|           | ELEMENTS OF FICTION WORKSHOP |
|           | INKBLOT                      |
|           | PERFORMANCE STORYTELLING     |
|           | PORTFOLIO                    |
|           | NOVEL                        |

| Singletons              |  |
|-------------------------|--|
| ACTING FOR WRITERS      |  |
| BOOK CLUB               |  |
| COMMUNITY ARTS OUTREACH |  |

## COURSE DESCRIPTIONS

### ACTING FOR WRITERS

**Prerequisite:** None

**H.S.**

This elective course introduces student writers to the acting process. Students will learn and apply fundamental acting vocabulary and processes as they perform original and classic texts. Students will participate in the actor's process to better understand the performer's perspective.

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### ADVANCED CREATIVE NONFICTION

**Prerequisite:** Core Creative Nonfiction

**H.S.**

This advanced-level writing class focuses on understanding and applying the nuances of specific sub-genres of creative nonfiction. Example methods and topics include memoir, podcasting, or TED Talks. Students will investigate the conventions and motifs of that sub-genre through the exploration of model texts. Students will create original works in the course mode. Development of the writing process and an emphasis on revision are also developed.

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### ADVANCED POETRY

**Prerequisite:** Core Poetry

**H.S.**

This advanced-level writing class furthers student understanding of poetry by exploring a specific aspect(s) of the form. Students will analyze advanced examples of poetry that provide context for various poetic elements, such as connotation, form, and meter. Students will apply concepts from these models in the creation of their own original writing. Development of the writing process and an emphasis on revision are also developed. Example classes include Poetry Forms and Spoken Word Poetry.

## ADVANCED SCREENWRITING

**Prerequisite:** Core Screenwriting

**H.S. | C.S.U. (f) | U.C. (f)**

This advanced-level writing class focuses on developing a screenplay for production. This course is often collaborative to achieve this goal. Secondary goals include understanding and applying the nuances of a specific aspect of screenwriting. Students will practice advanced concepts of storytelling, including subtext, tone, and style, and learn to think critically about existing films in their historical and artistic context. Students will apply these concepts to the original works created in class. Development of the writing process and an emphasis on revision are also developed.

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## ADVANCED SHORT STORY

**Prerequisite:** Core Short Story

**H.S.**

This advanced-level writing class furthers student understanding of short fiction by exploring a specific aspect(s) of the form. Students will analyze advanced examples of the elements of fiction such as character, perspective, or stylized language. Students will apply concepts from these models in the creation of their own original works. Development of the writing process and an emphasis on revision are also developed.

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## AUTHOR STUDY

**Prerequisite:** None

**H.S.**

This literature and writing class focuses on broadening student exposure to the work of one specific author or a few authors who share a common style or tone. Examples include Jane Austen, Gabriel Garcia Marquez, and The Moderns. Students will learn the influences of that author(s) and the historical context of their work. Students will be expected to respond critically to the texts being studied. Students will have a chance to learn from and incorporate the style of the author(s) in their own creative work.

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## BOOK CLUB

**Prerequisite:** None

**H.S.**

This reading class is appropriate for all levels. Students will organize into reading groups and complete a predetermined number of texts per semester. Groups will analyze and discuss each text upon completion.

## BUSINESS OF THE BUSINESS

**Prerequisite: None**

**H.S.**

This industry preparation class introduces students to writing professionals from across the literary spectrum. Students will be exposed to a variety of professions associated with writing such as agents, editors, and advertisers, and writers from across the spectrum such as novelists, comic book writers, screenwriters, and poets. Students will learn firsthand the realities of working as a writer or in a closely associated field.

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## COMMUNITY ARTS OUTREACH

**Prerequisite: None**

**H.S.**

In this industry preparation course, students create community improvement projects that have a literary and/or creative writing theme. Projects can include holding workshops for the community and/or local elementary-aged students in creative writing, developing activity books for local children's hospitals, or library installations. Students develop projects in coordination with the instructor, but maintain a level of creative autonomy by working within pods at various locations.

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## CORE CREATIVE NONFICTION

**Prerequisite: None**

**H.S.**

This introductory writing class focuses on understanding the basic format, structure, and vocabulary associated with writing creative non-fiction narratives and engaging prose technique. Students will be exposed to a variety of modes, master examples, and contemporary pieces that illustrate skilful creative nonfiction writing. Students will draft several of their own original works, integrating the motifs and styles inherent in those forms. Students will also be introduced to critical thinking and workshopping skills.

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## CORE PLAYWRITING

**Prerequisite: None**

**H.S.**

**Dual Enrollment SAC Equivalent: THEA 177 Principles of Playwriting**

This introductory writing class focuses on understanding the basic format, structure, and vocabulary associated with playwriting. Students will be exposed to a variety of modes, master examples, and contemporary pieces that illustrate skilful playwriting. Students will learn and apply the fundamental elements of playwriting, for example, dialogue and subtext. Students will draft several of their own original scenes and work toward the completion of an original 10-page one-act play. Students will also be introduced to critical thinking and workshopping skills.

## CORE POETRY

**Prerequisite: None**

**H.S.**

This introductory writing class focuses on understanding the basic format, structure, and vocabulary associated with writing poetry. Students will be exposed to a variety of modes, master examples, and contemporary pieces that illustrate skilful poetry writing. Students will learn and apply the fundamental elements of poetry writing, for example, connotation, form, and meter. Students will draft several of their own original poems and supplement writing projects. Students will also be introduced to critical thinking and workshopping skills.

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## \*CORE SCREENWRITING

**OCSA Transcript Abbreviation: CW DM120 Sc**

**Prerequisite: None**

**Dual Enrollment SAC Equivalent: DM 120 Beginning Screenwriting for Digital Media**

This introductory writing class focuses on understanding the basic format, structure, and vocabulary associated with screenwriting. Students will complete an outline for a feature length screenplay demonstrating knowledge of three act structure, and they will write 30 pages of correctly formatted screenplay. Students will learn fundamental story development. Students will also be introduced to critical thinking and workshopping skills.

*\*Please note this course requires extra hours to be completed through arrangement with the teacher to meet the instructional hours required by Santa Ana College.*

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## CORE SHORT STORY

**Prerequisite: None**

**H.S. | C.S.U. (g) | U.C. (g)**

This introductory writing class focuses on understanding the basic format, structure, and vocabulary associated with writing short fiction. Students will be exposed to a variety of modes, master examples and contemporary pieces that illustrate skilful short fiction writing. Students will learn and apply the fundamental elements of short story writing, for example plot structure, character development, and setting. Students will draft several of their own original short stories and supplement writing projects. Students will also be introduced to critical thinking and workshopping skills.

## CORE SUBMISSIONS AND PUBLICATIONS

**Prerequisite: None**

**H.S.**

In this industry preparation class students will workshop and polish pieces, then be guided through the process of submitting them for production or publication. Students will learn industry standards such as formatting and query letters. They will also research markets, magazines, and audiences. Students will learn about the business of being a creative writer and prepare themselves to enter the professional world.

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## ELEMENTS OF FICTION

**Prerequisite: None**

**H.S.**

This advanced-level writing class assists students in examining a specific concept, structure, or technique within storytelling in the pursuit of a personal body of work or portfolio. Sample courses include Finding Your Voice and Portfolio.

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## FLASH FICTION

**Prerequisite: None**

**H.S.**

This writing class is appropriate for all levels and focuses on the development of flash fiction and prose poetry. Students will read classic and contemporary examples representative of the form and emulate the techniques and elements found there.

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## GENRE STUDY

**Prerequisite: None**

**H.S. | C.S.U. (f) | U.C. (f)**

This writing class is appropriate for all levels and focuses on one specific genre of writing. Topic genres could include, but are not limited to, Comedy, Experimental, Fantasy, Science Fiction, or Magical Realism. Students will learn the historical context of that genre, be exposed to iconic texts of the genre, and be able to practice writing in the different styles of that genre.

## INKBLOT

**Prerequisite:** None

**H.S. | C.S.U. (g) | U.C. (g)**

This is an industry preparation class in which students produce the annual creative writing literary and art journal. Students will act as editors in a professionally-modeled environment as they solicit, review, and vote on submitted art and writing. At least one student acts as editor-in-chief to guide staff and establish annual editorial policy. At least one student electronically compiles the magazine in preparation of professional printing. In addition, students act as liaisons to the conservatory, attending and facilitating outreach events. Enrollment in this course requires instructor approval.

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## NOVEL

**Prerequisite:** Core Short Story

**H.S.**

This advanced-level writing class introduces students to the concepts of novel writing. Students will analyze examples of successful novels such as pacing, plotting, and structure. Students will apply these concepts in the drafting of their own original novel. Given the size and time commitment for a novel, completion is not mandated to pass this course. Development of the writing process and an emphasis on revision are also developed.

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## PERFORMANCE STORYTELLING

**Prerequisite:** None

**H.S. | C.S.U. (f) | U.C. (f)**

This advanced-level course develops original material for performance and production, both by the writer and for collaboration by other performers. Content areas can change depending on the collaborators and projects involved, but could include film, dance, visual/digital art, music, and/or immersive installation. In addition to collaboration, students have the opportunity to develop their own performances, primarily through live storytelling. An emphasis on the Writer's Room and workshop process will accompany all collaborative projects.

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## PORTFOLIO

**Prerequisite:** Core Completion

**H.S.**

This advanced-level writing course is designed to assist upper-level students in developing a creative writing portfolio. Students will complete a portfolio of a page count to be determined by genre that showcases student range and accomplishment. Students will workshop in intensive groups and with the instructor to produce a polished, diverse portfolio. An emphasis on revision is fundamental to the course.

## TOPICS IN LITERATURE

**Prerequisite: None**

**H.S.**

This is a literature and writing class appropriate for all levels that introduces students to a specific category, category, motif or other aspect of literature. Topics could include Ecology, Heroes/Villains, and Utopia/Dystopia. Students will read various examples that are representative of the topic. Students will learn and apply aspects of the topic in their own writing.

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## TV WRITING

**Prerequisite: None**

**H.S. | C.S.U. (f) | U.C. (f)**

This introductory writing class focuses on understanding the basic format, structure, and vocabulary associated with TV Writing. Students will work in cooperative Writer's Room structures to complete a pilot, including all the materials needed for a Pitch Deck. Students will write spec scripts to learn the patterns of successful TV Writing, in preparation of their own pilot. Upon successful completion, students can retake the course to pursue developing their own individual pilot project. Students will also be introduced to critical thinking and workshopping skills.

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## WORLDBUILDING

**Prerequisite: None**

**H.S.**

This writing course is appropriate for all ages and focuses on the creation of original worlds, studying classic and contemporary examples and structuring their own. Elements such as animal creation and habitat, physics, class hierarchy, and history are established. Multimedia projects, such as geographical maps, are often used to encourage visualization and depth.

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## WORLD FICTION

**Prerequisite: None**

**H.S.**

This is a literature and writing course appropriate for all levels that introduces students to literature from a select area of the globe, specifically outside the United States or a regional aspect within it. Example topics of study include Irish Literature, Norse Mythology, and the Southern Gothic. Students will read various examples that are representative of that area and develop writing that emulates that style. Surveys can be broad in spectrum, i.e. several centuries, or more focused, i.e. 18th century to the present. Students will learn and apply motifs and literary conventions specific to that region in their own writing.

*School of Applied Arts*

THE MEKJIAN FAMILY  
**CULINARY ARTS  
&  
HOSPITALITY  
CONSERVATORY**



## CURRICULUM OVERVIEW

Culinary Arts & Hospitality Conservatory serves more than 150 students in grades 9-12 and offers comprehensive instruction of cooking fundamentals as well as practical business applications featuring a four-year curriculum in alignment with some of the world's most respected post-secondary culinary and hospitality programs. Multiple classes from the conservatory are dual enrolled and articulated with post-secondary programs earning students college credit. The conservatory provides highly motivated individuals with the tools necessary to succeed in their chosen niche within the hospitality industry. Guided by a staff of highly qualified instructors that come from industry, students develop competencies in both classic and modern kitchen techniques. Students venture into nutrition, food science and hospitality management. Emphasis is placed on professionalism, creativity, integrity and work ethic.

Throughout the Culinary Arts & Hospitality program, students focus on industry standards, including safety, organization, cost control systems, and more. Graduating students have a solid foundation in the culinary arts as well as a practical understanding of dining room operations and applied business practices. This is achieved through learning-centered instructional methods and hands-on practical lessons that gives students valuable real-world experience.

## LEARNING OUTCOMES

The Mission Statement of The Mekjian Family Culinary Arts & Hospitality Conservatory is to inspire hungry minds through the art and science of food and service experience. *"It's all the things that happen before and after the fork."*

Our curriculum is designed to help students explore the vast industry of culinary arts and hospitality through rigorous courses that develop student discipline, self-confidence and transferable leadership skills. Students will be exposed to real world practical experience meeting industry standards. Our graduates will have the talent, passion, adaptability to be proficient in the next chapter of their lives.

## CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Hospitality, Tourism and Recreation**
- **CTE PATHWAYS: Food Science, Dietetics and Nutrition; Food Service and Hospitality; Hospitality, Tourism and Recreation**
- **DE = Dual Enrolled Course with Santa Ana College**

| Curriculum Pathway Course Titles |                                                                                  |
|----------------------------------|----------------------------------------------------------------------------------|
| Introductory:                    | CAREER READINESS                                                                 |
|                                  | FOOD SAFETY & SANITATION - DE                                                    |
|                                  | FOOD SERVICE BUSINESS MATH                                                       |
|                                  | FUNDAMENTALS OF COOKING - DE                                                     |
|                                  | GRAPHIC DESIGN I                                                                 |
|                                  | INTRODUCTION TO BAKING                                                           |
|                                  | INNOVATION & ENTREPRENEURSHIP                                                    |
|                                  | INTRO. TO CULINARY ARTS & HOSPITALITY/Foundation of Restaurant Management I - DE |
|                                  | PLANT BASED CUISINE                                                              |
|                                  | PUBLIC SPEAKING & COMMUNICATION                                                  |
|                                  | THE POWER OF IMPROVISATION                                                       |

|               |                                                                                     |
|---------------|-------------------------------------------------------------------------------------|
| Concentrator: | ACCOUNTING FOR CREATIVES                                                            |
|               | ART OF CATERING                                                                     |
|               | BRAND THEORY                                                                        |
|               | BUSINESS PRACTICES FOR THE CA PROFESSIONAL./Foundation of Restaurant Manag. II - DE |
|               | CAKES & TORTES                                                                      |
|               | CHOCOLATES & CONFECTIONS                                                            |
|               | CONTENT CREATION                                                                    |
|               | EXPERIENTIAL MARKETING                                                              |
|               | FINANCIAL LITERACY FOR ENTREPRENEURS                                                |
|               | FOOD & BEVERAGE                                                                     |
|               | FOOD HISTORY                                                                        |
|               | FOOD SCIENCE                                                                        |
|               | INTERNATIONAL CUISINE - DE                                                          |
|               | INTRODUCTION TO HOSPITALITY MANAGEMENT                                              |
|               | MULTIMEDIA PERSPECTIVES                                                             |
|               | NUTRITION & SPECIAL DIETS                                                           |
|               | PRINCIPLES OF MARKETING                                                             |
|               | PRINCIPLES OF PANTRY & BANQUETS - DE                                                |
|               | RECREATION & TOURISM                                                                |
|               | SMALL BUSINESS DEVELOPMENT                                                          |
|               | SOCIAL MEDIA LITERACY & CAMPAIGN                                                    |
|               | SPORTS & ENTERTAINMENT MARKETING                                                    |

|                  |                                    |
|------------------|------------------------------------|
| <b>Capstone:</b> | ADVANCED BAKING & PASTRY           |
|                  | ADVANCED FUNDAMENTALS              |
|                  | COMMUNITY OUTREACH & SOCIAL IMPACT |
|                  | DECA                               |
|                  | EVENT PLANNING                     |
|                  | GO TO MARKET                       |
|                  | HOTEL MANAGEMENT                   |
|                  | INTERNSHIP I & II                  |
|                  | LEADERSHIP & PRODUCTION            |

## COURSE DESCRIPTIONS

*\*Contact hrs. based on 2 blocks, 2.8 class hrs.-per day for 16 weeks per semester (does not include performance/showcase hrs. averaging 8-16 hrs.)*

### ACCOUNTING FOR CREATIVES

**OCSA Transcript Abbreviation:**

**Prerequisite:**

Students will learn how to translate their artistic output into financial data. This course will cover the essential workflows for managing income streams, tracking project-based expenses, and understanding the tax implications of a creative career. Students will learn to distinguish between personal and business expenses, calculate true cost of production, understand tax strategies and fundamental training in accounting software.

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**ADVANCED BAKING & PASTRY** = 90 + *performance/showcase* contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CA Adv BakPastr**

**Prerequisite: Introduction to Baking**

This course reinforces the knowledge and skill learned in preceding classes and helps students build confidence in the techniques of advanced baking and pastry techniques. This course is a combination of theory, lecture, demonstration and hands-on production for use in a commercial kitchen. Students will learn the basics of mixing, shaping and baking for several baked goods including quick breads, cakes, pastry doughs, mousses, sauces, glazes, cookies, candies and confections. Plated desserts, international baked foods, chocolate work. Students will learn in a well-equipped, modern kitchen and prepare food for school functions and community service events. Emphasis is placed on dessert plating and presentation. The concepts of mis en place; time-lines, plate presentation, organizational skills and teamwork in a production setting are continued and accentuated. Timing and organizational skills are emphasized.

## **ADVANCED FUNDAMENTALS** = 45 + *performance/showcase contact hrs. (on avg.)*

**OCSA Transcript Abbreviation:**

**Prerequisite: None**

The Advanced Fundamentals course elevates foundational culinary techniques into expert-level skills through intense, hands-on practice. It covers mastery of professional knife skills, advanced dry/moist-heat methods, mother sauces, butchery, and intricate plate presentation, alongside food science principles and kitchen management for consistent, high-quality results.

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## **ART OF CATERING** = 45 + *performance/showcase contact hrs. (on avg.)*

**OCSA Transcript Abbreviation: CON Art of Catering**

**Prerequisite: None**

This course introduces students to the professional world of catering and event service. Emphasis is placed on service styles, event presentation, guest experience, timeline planning, buffet and table design, communication between front and back-of-house, and creative storytelling through menus and décor. Students will learn how visual design, hospitality standards, and logistical planning work together to create polished, memorable events. The course combines demonstrations, hands-on activities, collaborative projects, and real-world event experiences.

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## **BRAND THEORY** = 45 *contact hrs. (on avg.)*

**OCSA Transcript Abbreviation:**

**Prerequisite: None**

Forget logos and taglines for a second. This class is about people: a brand isn't just a product on a shelf, it's a feeling. It is an unique experience that lives in the hearts and minds of every individual. From the tumblers you use to the advocacies you support, we will explore how brands shape our world and how we, in turn, shape them. Together, we will become brand detectives, figuring out what makes them tick, what makes them powerful, and what makes them fail. By the end of this course, students will not only be a smarter consumer but also a more creative thinker, ready to build and shape brands that emotionally connect with people.

## BUSINESS PRACTICES FOR THE CULINARY ARTS PROFESSIONAL

= 45 contact hrs. (on avg.)

Foundation of Restaurant Management II

**OCSA Transcript Abbreviation:**

**Dual Enrollment SAC Equivalent: CULN-200**

**Prerequisite: Introduction to Culinary Arts & Hospitality**

This course is an extension of Foundations of Restaurant Management and Culinary Arts I and goes into greater depth of the topics taught to students that will help students to better refine their foundational culinary arts and hospitality skills to better prepare them for a well-established and successful career in the culinary arts, foodservice and restaurant industry. Students will participate in the planning, costing, preparation, serving, storage and critique of meals in project based learning. Students are prepared for the National Restaurant Association ProStart Certificate of Achievement exam.

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**CAKES & TORTES** = 45 + performance/showcase contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CA Cakes&Tortes**

**Prerequisite: Intro. to Baking**

With emphasis on the different mixing and assembly methods, students will prepare a variety of classical cakes from simple pound cakes to elaborate filled cakes and tortes. Classical preparations may include: Sacher Torte, Dobos Torte, Opera Torte, Marjolaine, Gateaux St. Honore, and Charlottes. Piping skills will be introduced and practiced. In addition, students will dive deeper into decorating techniques. Writing assignments, as appropriate to the discipline. The concepts of mis en place; time-lines, plate presentation, organizational skills and teamwork in a production setting are continued and accentuated. Timing and organizational skills are emphasized.

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**CAREER READINESS** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation:**

**Prerequisite: None**

The content focuses on the business aspects, responsibilities, knowledge and skills to be successful in a professional workplace. Students will learn to hone their leadership skills, prepare appropriate resumes, apply for jobs and interviewing skills. Students will know what to expect from proper onboarding procedures. Learning on the job, advancement opportunities and managing conflicts are implemented throughout the course. By the end of this course student would have completed the California Department of Fair Employment and Housing Sexual Harassment and Abusive Conduct Prevention Training Certification. *Career Readiness is a prerequisite for Internship. Depending on student experience, a "test out" option is available.*

## **CHOCOLATES & CONFECTIONS** = 45 + performance/showcase contact hrs. (on avg.)

**OCSA Transcript Abbreviation:**

**Prerequisite:** Intro. to Baking

This course provides students with the skills and knowledge of chocolate tempering methods. Hand dipped, molded chocolates and candies are produced utilizing different materials, fillings and decorating techniques. Emphasis is placed on explanation of the ingredients, theories, techniques, and formulas needed to create various kinds of chocolates and confections. Writing assignments, as appropriate to the discipline. The concepts of mis en place; time-lines, plate presentation, organizational skills and teamwork in a production setting are continued and accentuated. Timing and organizational skills are emphasized.

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## **COMMUNITY OUTREACH & SOCIAL IMPACT** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation:** CON ComOutreach

**Prerequisite:** None

This course focuses on the role arts, culture and design can play within our community and the social, cultural, and economic impact it has. As demonstrated by case studies, observation and project-based learning, students will gain an understanding how art can pursue and represent equity and diversity, improve conditions and seek to bring awareness. Through community outreach, students will have the opportunity to put into action their learnings by creating a summative project based on a social or economic need within our community.

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## **CONTENT CREATION** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation:** CON ContentCrea

**Prerequisite:** None

In this course students will learn how to conceptualize, create, edit and execute content on social media platforms and streaming services. In addition, students will discover what it's like to be in pre-production, production, and post production as photographers. In this class students will dissect the camera and its functions. There will be an opportunity to learn about video production of photography. At the end of this course, the class will showcase their artwork in a gallery setting or on social media.

**DECA** = 90 + *performance/showcase* contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CON DECA**

**Prerequisite: Application required**

Distributive Education Clubs of America prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management. Students will participate in developmental activities learning to serve their community and develop leadership skills while preparing for college or career. In addition, students will engage in competitive events to prove their business prowess. Areas of competition include case studies, role plays, business plans and pitches, advertising presentations, market research plans, virtual simulations, stock market challenges and more.

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**EVENT PLANNING** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CON Event Plan**

**Prerequisite: None**

This is a course that will give you an introduction into all aspects of event management, from designing to planning, implementing and evaluating events such as: meetings, exhibitions, conferences and large or small-scale events (both for the profit and not-for-profit sectors). Students will develop the ability and confidence to be able to plan and organize an event from concept through to execution. The course content will develop specific skills in the planning, management, and running of events, as well as the logistical side of event organization.

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**EXPERIENTIAL MARKETING** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CON Event Plan**

**Prerequisite: None**

In this course, students are introduced to experiential marketing through immersive, event-based campaigns designed to build emotional connections between brands and consumers. Students will learn key topics in marketing research, audience personas, consumer behavior, sensory and emotional branding, digital integration and more. This hands-on course allows students to create real-world projects such as pop-up shops, product demonstrations, and event activation.

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**FINANCIAL LITERACY FOR ENTREPRENEURS** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CON FinanceLit**

**Prerequisite: None**

This financial course is geared towards students aspiring to work in the cultural or creative industries through the lens of an entrepreneur. Students will gain skills and knowledge of financial tools to build a sustainable creative career. Focus areas include: goal setting, strategic planning, cash management, budgeting, protecting intellectual property, and basic accounting.

## **FOOD & BEVERAGE** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation:**

**Prerequisite: None**

The Food & Beverage course provides comprehensive training in restaurant operations, hospitality management, and culinary service, focusing on menu planning, safety, cost control, and guest service excellence. Students gain practical skills in, beverage management, and industry-relevant technology for roles in hotels, restaurants, and catering.

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## **FOOD HISTORY** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CA Food History**

**Prerequisite: None**

This class is based upon the history, evolution, and influences of man's most basic instinct of subsistence (eating). Students will study the earliest known civilizations in history, and examine what peoples of those times ate; and in particular, what they began to produce. In the process, students will see the beginnings of agriculture, pastoralism, and food production. Later, the class sees how as civilizations began to grow and evolve, food also evolved into cuisine and became a source of cultural identity and pride. Students will look at how history-changing events like warfare, famine, and the discovery of the New World changed food and cuisine forever. The melding of cultures and cultural influences in foods and food preparation will be a major part of this class, and will help students understand how many favorite foods (Italian, Mexican, Thai, French, Middle Eastern, American Regional) came to be. Lastly, the class will examine the trends and realities of the modern world, and see how environmentalism, technology, globalism, and popular culture have shaped the world of food today, and how they will shape food, food production, and eating in the future.

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## **FOOD SAFETY & SANITATION** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation:**

**Dual Enrollment SAC Equivalent: CULN-110**

**Prerequisite: CA Food Handler's Card** <https://www.efoodcard.com/ca/>

This course is an introduction to food and environmental sanitation and safety in a food production area. Attention is focused on food-borne illness and their origins, and on basic safety procedures followed in the food service industry. This course is approved by the Federal Food and Drug Administration (FDA) and is recognized by 95% of state and local jurisdictions that require training or certification. Emphasis will be given to food service in all areas of the facility, maintenance costs, flow, and production. Students are prepared for the Manager's level certification exam, but need a minimum of the Food Handler's card in order to continue with cooking labs.

**FOOD SCIENCE** = 90 contact hrs. (on avg.)

**OCSA Transcript Abbreviation:**

**Prerequisite: None**

This course examines an understanding of the relationships between science, food and food preparation. Students will learn and use methods of scientific discovery/inquiry, as well as disciplinary methods of chemistry, biology, and physics, to better understand the molecular basis of and importance of science in food, nutrition and cooking. We will incorporate science concepts into a lab-oriented foods class. Students will collect data from their laboratory problems to interpret and report their hypothesis and observations. As students do this, they will be applying their understanding of scientific concepts toward experiments that center on food and cooking. In addition, how it applies to the culinary and hospitality industry in America today. The emphasis of the course will be on student-centered, hands-on labs and activities and how the scientific concepts learned during lecture and during these experiences relate to food. Through lab experiments, students will practice scientific and sensory evaluation of foods.

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**FOOD SERVICE BUSINESS MATH** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CA FServ&BMath**

**Prerequisite: None**

Math Principles teaches students that the understanding and application of mathematics is critical for all food service jobs, from a salad person to an executive chef. All the mathematics problems and concepts presented are done so in a simplified, logical, step-by-step manner. Students will learn the understanding and importance of recipe costing and creating budgets for day to day operations. These skills are applicable to all industries, not only the food service sector.

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**FUNDAMENTALS OF COOKING** = 90 + performance/showcase contact hrs. (on avg.)

**OCSA Transcript Abbreviation:**

**Dual Enrollment SAC Equivalent: CULN-120**

**Prerequisite: None**

The fundamental concepts, skills and techniques involved in basic cookery are covered in this course. Special emphasis is given to the study of ingredients, cooking theories, and the preparation of stocks, broth, glazes, soups, thickening agents, the grand sauces and emulsion sauces. Lectures and demonstrations teach work coordination, knife skills and organization in a modern, practical approach in the kitchen. The basics of vegetable cookery, starch cookery, meat, seafood, shellfish and poultry are covered. Emphasis is given to basic cooking techniques with a French influence such as sautéing, roasting, poaching, braising and frying. The concepts of mise en place, time-lines, plate presentation, and teamwork in a production setting are introduced and accentuated. Timing and organizational skills are emphasized.

**GO TO MARKET** = 45 + *performance/showcase* contact hrs. (*on avg.*)

**OCSA Transcript Abbreviation: CON Go to Market**

**Prerequisite: Innovation & Entrepreneurship**

In this advanced course, students who successfully completed their Global Management course with creative and innovative business plans (for or non-profit), will have the opportunity to take their ideas “to market.” This course will take a deeper dive into the development and execution of a successful go-to-market strategy. Students will work with industry professionals as they take their product, service or awareness to their customer base or audience. \*Application Required

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**GRAPHIC DESIGN I** = 45 contact hrs. (*on avg.*)

**OCSA Transcript Abbreviation: CON Graphic Design I**

**Prerequisite: None**

In this introductory course, students will learn the building blocks of graphic design including image making, typography, and composition to develop visual representation through a range of image-making techniques. Students will learn about the design process of developing their unique ideas and concepts and bringing them to life through hands-on and digital tools.

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**HOTEL MANAGEMENT** = 45 contact hrs. (*on avg.*)

**OCSA Transcript Abbreviation: CON Hotel Mgmt**

**Prerequisite: None**

This course focuses on the hotel industry, with an emphasis on the role of hotels and resorts in Orange County. All aspects of hotel operations will be covered, including front-of-house (guest-facing) and back-of-house (behind-the-scenes) departments, functions, and procedures. Students will determine and further their passion for guest service in the hospitality industry by learning and applying skills in hotel or resort environments. The course will demonstrate entry-level skills across a variety of areas, including front office, reception desk, portering and concierge services, housekeeping, and banquet, conference, and hotel food service outlets. The course is designed to favor a mix of lecture, guided reading, hands-on experiential learning, and collaborative teamwork (including role-play and physical skills based on real-life hotel practices), reflective work (to document personal development), and a summative project of the students’ own design and making. Finally, for those interested in applying, preparation and practice for the AHLEI Certified Guest Services Professional exam will be offered as a capstone event. This certification distinguishes those who hold it as trained and dedicated individuals serious about a career in hospitality.

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**INNOVATION & ENTREPRENEURSHIP** = 45 contact hrs. (*on avg.*)

**OCSA Transcript Abbreviation: CON Innov&Entre**

**Prerequisite: None**

This is an entry-level class to orient students to business concepts that can prepare them for working either collectively (in a company or organization ) or individually. The class will mix reading assignments, project-based learning activities, individual and group assignments and student reflection exercises.

**INTERNATIONAL CUISINE** = 90 contact hrs. (on avg.)

**OCSA Transcript Abbreviation:**

**Prerequisite: Year 1 Lab Courses**

**Dual Enrollment SAC Equivalent: International Cuisine CULN-130**

This course reinforces the knowledge and skills learned in preceding classes and helps students build confidence in the techniques of basic cookery that leads to a more advanced approach. The development of knife skills is accented. World Cuisine explores the use of indigenous ingredients in the preparation of traditional and contemporary specialties to a specific country/region as well as the influence from bordering countries has on a specific cuisine. World cuisine also focuses on how the dishes became adapted to specific climates and agricultural differences. The concepts of mise en place, time-lines, plate presentation, and teamwork in a production setting are continued and accentuated. Timing and organization skills are emphasized.

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**INTERNSHIP I & II** = 170+ contact hrs. (combination of class and worksite time/semester – most students exceed 125 hr. work placement time)

**OCSA Transcript Abbreviation: CON INTERN I & II**

**Prerequisite: Career Readiness**

This course is for qualified students. The Internship Program is a capstone course of the student's four-year enrollment in the Culinary Arts & Hospitality conservatory. This 125-hour requirement; volunteer or paid experience provides students an opportunity to apply the skills acquired in the classroom to a professional environment outside of school. Students observe and participate in the supervisory operation of a successful foodservice, hospitality, educational or other type of business affiliated within the hospitality industry. Students apply their professional skills to gain experience in order to enter and become successful in their chosen field. Emphasis is placed on developing (culinary arts and hospitality) management skills. Students meet in class on a regular basis and are required to maintain their internship for the whole semester.

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**INTRODUCTION TO BAKING** = 45 + *performance/showcase* contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CA Intro Baking**

**Prerequisite: None**

This course covers fundamental baking skills, an introduction for students who want to explore baking and pastry making for commercial production. Production of yeast and quick breads, cakes, cookies, pies, and pastries, as well as decorating and icings are undertaken. Delicious baked items and pastries are produced in a time-restricted quality-minded setting. The concepts of mise en place, time-lines, plate presentation, and teamwork in a production setting are introduced and accentuated. Timing and organizational skills are emphasized.

## **INTRODUCTION TO CULINARY ARTS & HOSPITALITY** = 45 contact hrs. (*on avg.*)

Foundation of Restaurant Management I

**OCSA Transcript Abbreviation:**

**Dual Enrollment SAC Equivalent: CULN-100**

**Prerequisite: None**

This course will help students to better refine their foundational culinary arts and hospitality skills and better prepare them for a well-established and successful career in the culinary arts, foodservice and restaurant industry. In addition students will learn how to focus on proper serving techniques, how to use proper seasonings and various cooking methods. Students are prepared for the National Restaurant Association ProStart Certificate of Achievement exam.

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## **INTRODUCTION TO HOSPITALITY MANAGEMENT** = 45 contact hrs. (*on avg.*)

**OCSA Transcript Abbreviation:**

**Prerequisite: None**

This course will provide an introduction into management theory and practice as it pertains to the hotel hospitality industry, with a focus on its importance and application here in Orange County. The Five Practices of Exemplary Leadership developed by Kouzes & Posner will form the core of the educational model; a curated reading and activity list drawing from other highly practical and respected management models (John Maxwell, Robert Greene and Sun Tzu) will give students a well-rounded field of view so they may better define, adopt and experiment with those management principles. Workbook exercises, group interactions and a final project will round out the learning objectives and will ground the reading and managing theories in practical applications of what will have been acquired and mastered.

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## **LEADERSHIP & PRODUCTION** = 90 + *performance/showcase* contact hrs. (*on avg.*)

**OCSA Transcript Abbreviation: CON Lead&Prod**

**Prerequisite: Application required**

This course explores leadership through the lens of artistic and creative practices. Students will learn how to lead creative people, projects and teams. Students will be able to learn from artists and creative industry professionals to assess leadership styles. Exploratory topics will include: creating a vision; building relationships; finding solutions and achieving goals as a team. Additionally, students will develop the necessary skills to produce campus wide events. Students will develop skills in management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events and productions.

## **MULTIMEDIA PERSPECTIVES** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation:**

**Prerequisite: None**

This course approaches writing from a journalism perspective, having students read and evaluate a variety of publications (digital & print) and synthesize their learning into multimedia stories for publication around themes such as: health & nutrition trends, travel, ecological and animal welfare, social change movements, food trends, art styles, and so much more. Students will experience the full spectrum of writing—blogs/vlogs, social media posts, podcasts, magazine articles, personal essays, memoirs, fiction, reviews, social and cultural commentary—and create publications in a variety of these forms. By the end of the course, students will have composed their own social media posts and blog sites chronicling their unique voice and appreciation of literature/writing/multimedia texts and human behavior. Ultimately, students will discover the intersection of these practices and how they reflect and shape each other in our ever-changing cultural landscape.

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## **NUTRITION & SPECIAL DIETS/SPORTS NUTRITION** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation:**

**Prerequisite: None**

In this course students will learn about nutrition and diet in a variety of settings enabling the student to evaluate the relationships between food, technology, nutritional status and quality of life. The major emphasis is on exploring food-related issues through a range of practical experiences. Students will be able to make informed and appropriate choices with regard to food and nutrition within sports nutrition, weight management, and nutrition to support immunity, celiac disease, vegetarian and vegan diets, food intolerances and allergies, Paleo diet, fundamental Keto diet, convalescent and geriatric nutrition, diabetic diets, and meal planning. Students will learn the necessary skills to critique and effectively communicate nutrition information. This course will present an introduction into continuing study options in the health professions of dietetics and nutrition, as well as food service, research and public health. It will also provide students with information about educational pathways to become a registered dietician nutritionist (RDN).

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## **PLANT BASED CUISINE** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CA Plant Cuis**

**Prerequisite: None**

This course develops an understanding of the basic principles and techniques of vegetarian (lacto, ovolacto, vegan, and raw foods) food preparation. Students will explore a wide range of vegetables, fruits, nuts, seeds, grains, and starches. They will gain knowledge on ingredient varieties and innovative culinary uses. The course has been designed to provide specialized culinary knowledge for the growing demand for vegan, vegetarian, and plant-based dishes. The concepts of mise en place, time-lines, plate presentation, and teamwork in a production setting are introduced and accentuated. Timing and organizational skills are emphasized.

## **PRINCIPLES OF MARKETING** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation:**

**Prerequisite: None**

This course is designed to provide an introduction of integrated marketing communications. Students will understand areas of advertising, promotion, public relations, sales and marketing. Students will understand the process of unifying a brand's messaging in order to reach its target audience and generate maximum impact. The course provides hands-on experiences creating marketing campaigns for campus wide events as well as their own business endeavors.

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## **PRINCIPLES OF PANTRY & BANQUETS** = 90 contact hrs. (on avg.)

**OCSA Transcript Abbreviation:**

**Dual Enrollment SAC Equivalent: CULN-150**

**Prerequisite: Year 1 Lab Courses**

This course reinforces the knowledge and skill learned in preceding classes and helps students build confidence in the techniques of basic cookery. The development of knife skills is accented. This course develops an understanding of the organization, equipment, and responsibilities of the "cold kitchen". Reception food, buffet arrangements and plate presentations are introduced. Students initiate and prepare a variety of cold sauces, soups, salads, sandwiches, cured and smoked foods, a variety of charcuterie, cheese, appetizers, hors d'oeuvre and condiments. This course is a combination of theory, lecture, demonstration, and hands-on production to introduce techniques for use in a commercial kitchen. The concepts of mis en place; timelines, plate presentation, and teamwork in a production setting continued and accentuated. Timing and organization skills are emphasized.

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## **PUBLIC SPEAKING & COMMUNICATIONS** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CON PSpk&Com**

**Prerequisite: None**

This skills-based course continues to explore and apply the basic principles of effective communication. Students will strengthen confidence, build creativity and positive self awareness while developing essential skills of public speaking. Students will apply these skills in various presentations collaboratively and individually throughout the semester in areas of persuasion, storytelling, demonstration, improvisation, and entertainment.

## **RECREATION & TOURISM** = 45 + *performance/showcase* contact hrs. (*on avg.*)

**OCSA Transcript Abbreviation:** CA Rec&Tourism

**Prerequisite:** None

An Entrepreneurial Approach provides an introduction to the scope, characteristics, management aspects, and trends of the commercial recreation and tourism industry. There will be a blend of conceptual and practical material to achieve a basic understanding of this huge and diverse industry of recreation and tourism.

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## **SMALL BUSINESS DEVELOPMENT** = 45 contact hrs. (*on avg.*)

**OCSA Transcript Abbreviation:**

**Prerequisite:** None

We will create everything an individual needs to start a viable business. Including, but not limited to: Brand creation, logo, business plan of your product or service, start-up capital, sales, marketing, understanding basic budgeting/financials, hiring and sourcing, using AI, Sensory Marketing, distribution, market research.

The class will be tailored to the student and their personal goals. Even if they plan on becoming a doctor, or lawyer, engineer or actor, students will understand how businesses work and why some succeed and many, unfortunately, fail.

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## **SOCIAL MEDIA LITERACY & CAMPAIGN** = 45 contact hrs. (*on avg.*)

**OCSA Transcript Abbreviation:**

**Prerequisite:** None

This course explores social media through two key lenses: responsible digital citizenship and creative content development. Students will learn about online safety, privacy, digital footprint, media literacy, and healthy communication practices in the digital world. In the second half, students will apply these principles to create engaging content and develop strategic campaigns for brands, causes, and entertainment. By the end of the course, students will be equipped to navigate and contribute to social media with both awareness and intention.

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## **SPORTS & ENTERTAINMENT MARKETING** = 45 contact hrs. (*on avg.*)

**OCSA Transcript Abbreviation:**

**Prerequisite:** Principles of Marketing

Turn your passion for sports and pop culture into a professional skill set. This course dives deep into the strategies that power famous athletes, celebrities, and global brands. You'll join a marketing team to analyze the psychology of Super Bowl ads, navigate the economics of the entertainment world, and build a "real-world" portfolio. Whether you're planning an award show nomination campaign or a viral product launch, you'll apply core industry skills to the scenarios

## **THE POWER OF IMPROVISATION** = 45 contact hrs. (on avg.)

**OCSA Transcript Abbreviation: CON PwrOfImprov**

**Prerequisite: None**

This course is designed to train students in the techniques of improvisation in order to develop performance, leadership, teamwork and communication skills. The innovative approach of combining improvisation and business allows individuals to be successful in a fast-paced, unpredictable professional environment and allows them the confidence to effectively communicate.

### **AVAILABLE CERTIFICATIONS**

**THE AMERICAN HOTEL & LODGING ASSOCIATION (AHLA)**, through the American Hotel & Lodging Educational Institute (AHLEI), offers the only industry-recognized and portable certifications for hospitality professionals. These certifications cover every career level, from frontline staff to department executives, and validate your mastery of professional hospitality standards.

<https://ahlei.servsafebrands.com/training-and-certification-overview>

**THE NATIONAL RESTAURANT ASSOCIATION (NRA)** provides industry-standard certifications primarily through its ServSafe and ServSuccess programs. These credentials cover food safety, responsible alcohol service, and management career development, and are widely recognized by federal, state, and local health departments.

NRA offers several specialized certification programs through ServSafe and ServSuccess

<https://www.servsafe.com/NRA-Industry-Programs> :

#### **1. ServSafe (Food & Alcohol Safety)**

ServSafe is the most widely recognized food and safety training program in the United States, accredited by the American National Standards Institute (ANSI) and the Conference for Food Protection (CFP).

- **ServSafe Food Protection Manager:** Proctored exam verifying a manager's knowledge of foodborne illness, sanitation, and safety compliance. Many U.S. states and local jurisdictions mandate this for the "Person in Charge" of a restaurant.
- **ServSafe Food Handler:** Basic training for frontline employees covering safe food preparation, storage, and cross-contamination prevention.
- **ServSafe Alcohol:** Teaches responsible alcohol service, recognizing signs of intoxication, and checking identification to protect businesses and patrons.
- **ServSafe Allergens:** Training on how to properly handle food allergens, preventing cross-contact, and accommodating guests with dietary restrictions.

- **ServSafe Workplace:** A suite of training programs focused on respectful, safe, and harassment-free work environments.

## 2. **ServSuccess (Career & Management)**

ServSuccess provides career development and leadership credentials for restaurant professionals.

- **Certified Restaurant Professional (CRP):** Focuses on the core competencies needed for entry-level and shift-supervisor roles.
- **Certified Restaurant Supervisor (CRS):** Designed for mid-level professionals focusing on guest service, employee training, and operational execution.
- **Certified Restaurant Manager (CRM):** Validates skills in business management, financial metrics, and restaurant leadership.

## 3. **Foodservice Management Professional (FMP)**

Administered by the National Restaurant Association Educational Foundation, the FMP designation is a highly regarded, industry-standard professional credential for restaurant managers demonstrating exceptional knowledge across operations, law, and business finance.

## 4. **ProStart**

A two-year high school program that combines classroom learning with mentored, hands-on work experience. Students who pass the exams receive the ProStart National Certificate of Achievement, which can unlock college credits and scholarships

*School of Fine & Media Arts*

MARTIN & CYNTHIA HOWARD

**DESIGN  
— & —  
MEDIA  
CONSERVATORY**



### CURRICULUM OVERVIEW

The Martin & Cynthia Howard Design & Media Conservatory challenges students to reinterpret their world through the lens of design. Building interlocking skills over the course of their time in the Conservatory, students will apply a critical eye, design thinking and iterative process to solve problems varied and vast. Starting with traditional visual arts skills, students will expand their technical abilities across diverse pursuits unified by a methodology and philosophy of criticality and problem solving. Design & Media students enjoy a rigorous curriculum and college equivalent courses challenging them to build their skills through immersive instruction, application of experience, and critique.

In addition to the CTE pathway classes, the Design & Media conservatory has a robust partnership with Santa Ana College, offering 6-8 courses as Dual Enrollment. OCSA students enrolled in these courses are exempt from all tuition and enrollment fees associated with taking college courses. Students earn three units of credit from Santa Ana College with each Dual Enrollment course they take and they have the opportunity to earn both the *Graphic Arts* and *Animation for Commercial Applications* Certificates.

### LEARNING OUTCOMES

Upon completion of the full Design & Media Conservatory curriculum pathway, students will

- Communicate complicated ideas visually
- Be able to bring an idea to life through completion
- Understand the role of arts and design in complex societies
- Understand and employ the 12 Principles of Animation
- Understand and employ Design Thinking
- Understand and employ the elements of art
- Be visually literate
- Work in groups to solve collectively solve problems
- Understand and employ radical criticality
- Understand professionalism in design and visual art careers

### CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media, and Entertainment**
- **CTE PATHWAY: Design, Visual, and Media Arts; Game Design and Integration**

| Curriculum Pathway Course Titles |                                                   |
|----------------------------------|---------------------------------------------------|
| <b>Introductory:</b>             | (DE) DM 195 intro to Digital Media Arts           |
|                                  | Drawing I Workshop                                |
|                                  | (DE) DM 107 History of Animation                  |
|                                  | (DE) DM 162 Digital Illustration                  |
|                                  |                                                   |
| <b>Concentrator:</b>             | (DE) DM 122 PRINCIPALS OF GRAPHIC DESIGN          |
|                                  | URBAN SKETCHING                                   |
|                                  | (DE) DM 113 INTRO DIGITAL MEDIA DESIGN PRINCIPLES |
|                                  | INDUSTRIAL DESIGN WORKSHOP                        |
|                                  |                                                   |
| <b>Capstone:</b>                 | DM193 MOTION GRAPHICS                             |
|                                  | (DE) DM 168 AGENCY GRAPHIC DESIGN                 |
|                                  | (DE) DM 198A                                      |
|                                  | ART 131 LIFE DRAWING                              |
|                                  | (DE) DM 169 GAME DEVELOPMENT TEAM                 |
|                                  | 3D SCULPTURE                                      |
|                                  | SEQUENTIAL ART                                    |
|                                  | (DE) DM 196A 3D MODELING                          |
|                                  | EXPERIMENTAL MEDIA                                |
|                                  |                                                   |

## COURSE DESCRIPTIONS

### DM 107 HISTORY OF ANIMATION

**Prerequisite:** None

**Dual Enrollment SAC Equivalent:** DM 107

Critical and historical survey of animation as a form of communication and cultural expression, from prehistoric origins to present digital formats. Animation history is studied in relation to the background for its creation in contemporary culture and society including the U.S.A., Europe, and Japan. Students analyze and evaluate a large cross-section of animated works. (from the SAC course description)

## DM 195 INTRO TO DIGITAL MEDIA ARTS

**Prerequisite:** None

**Dual Enrollment SAC Equivalent:** DM 195

Foundation-level course designed for graphic designers, artists, photographers, web designers, programmers, and animation artists working in the digital realm. This course includes an overview of industry-standard software, including Adobe Creative Cloud for digital design in montage, vector, layout and time-based media. (from the SAC course description)

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## DM 162 DIGITAL ILLUSTRATION

**Prerequisite:** None

**Dual Enrollment SAC Equivalent:** DM 162

Explores the essentials of illustration for graphic designers and concept artists, using industry-standard production and design tools. Focuses on professional studio techniques to master this essential design tool for the creation of sophisticated graphics. Emphasizes efficient workflow, technical proficiency, and aesthetic judgment. Students produce portfolio-ready projects using a broad range of imaging skills. The primary software used includes Adobe Photoshop, supplemented with Adobe Illustrator, and some time-based media software. (from SAC course description)

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## DRAWING I WORKSHOP

**Prerequisite:** None

**H.S. | C.S.U. (f) | U.C. (f)**

This is an introductory drawing course that focuses on a variety of traditional tools and techniques used to communicate ideas visually. Students can expect to learn the basics of anatomy, perspective, form, light logic and a structural approach to building a drawing. Most of this course is organized around studio time allotted for creation of work that reinforces learning with structured time for individual reflection and group critique.

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## INDUSTRIAL DESIGN WORKSHOP

**Prerequisite:** Drawing I

**H.S. | C.S.U. (f) | U.C. (f)**

This intermediate design course is an introduction to the concept of designing tangible objects starting with the concept of drawing as a medium of visual communication. It will build on and reinforce core skills learned in Drawing I, Graphic Design and Intro to Digital Media Arts. With an emphasis on using the process of design to solve problems, students will be challenged as they refine abilities and skills. Most of this course will be spent as studio time with space allowed for reflection, individual and group critique and intermittent lectures and demonstrations

## DM 122 PRINCIPLES OF GRAPHIC DESIGN

**Prerequisite:** DM 195

**Dual Enrollment SAC Equivalent:** DM 122

Introduction to 2D and 3D graphic design principles in visual communication with an introduction to design process, methodology/theory, and problem-solving. Content includes color theory, typography, identity design, and visual perception. This graphic design concept-based course will explore divergent techniques, tools, and practices resulting in the production of effective visual communications reflecting the needs of the expanding media landscape. A perfect pairing with the course DM 113: Introduction to Digital Media Design Principles. (from the SAC catalog)

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## DM 113 INTRO DIGITAL MEDIA DESIGN PRINCIPLES

**Prerequisite:** DM 195

**Dual Enrollment SAC Equivalent:** DM 113

This course is for students entering a career in digital media and majors in the digital media field. This digital design course emphasizes critical examination of basic principles and elements of design in computer graphics. Students will not only produce designs, but examine the physiology and psychology behind fundamental elements of design, investigate their use in culture, as well as practice and reflect how graphics, scale, and space can impact humans through visual design features and functions. Special focus on design for media applications, creative visual storytelling for digital applications. (from SAC catalog)

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## DM 193165 MOTION GRAPHICS WITH AFTER EFFECTS

**Prerequisite:** None

**Dual Enrollment SAC Equivalent:** DM 193

This graphics animation course covers the development of original motion graphics. Video editing skills are refined within the animation software to create animated clips for use in multiple media applications. Some experience in non-linear digital video editing is recommended, as well as some graphic design experience. (from the SAC course description)

## DM 168 AGENCY GRAPHIC DESIGN

**Prerequisite:** None

**Dual Enrollment SAC Equivalent:** DM 168

Make your creativity work for you! This course is a comprehensive branding, media, and design course serving as the capstone for all Digital Media Arts & Graphic Design programs. Students develop a career/transfer-ready digital portfolio through team-based branding and identity design development for multiple media applications. Focus is on the small business sector and creating a personal brand for preparation to enter the workforce or complete design portfolio requirements for transfer. Career goals, resumes, online portfolios, interviewing skills, and customer service needs are addressed. (from the SAC course description)

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## DM 196A 3D MODELING

**Prerequisite:** None

**Dual Enrollment SAC Equivalent:** DM 196A

This is an introductory course in developing digital 3D models for video games, film, advertising and pre-visualization for product and architectural design. Focus is placed on building digital 3d characters, props and environments that will be used in students' own animated short film or video game ideas. By employing the teacher-provided project management tools, students gain hands-on experience in how animated and interactive media projects are developed. Industry-standard low and high poly modeling methods, which utilize normal map application, are emphasized to ensure optimized models with stunning detail. (from the SAC course description)

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## LIFE DRAWING

**Prerequisite:** Drawing I & II

This course will build and reinforce skills learned in Drawing I and II. Continuing with an emphasis on observation, students will be challenged to draw the human figure by observation from a model in a gestural and animation centric vernacular. Building speed, accuracy and the ability to accentuate poses, they will use new media and techniques as they refine abilities and skills.

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## ART 131 LIFE DRAWING

**Prerequisite:** None

**Dual Enrollment SAC Equivalent:** ART 131

Introduction to drawing the human form by observing live models for studies in anatomy, structure, and composition. Students are both taught traditional and contemporary figurative drawing techniques, while exploring different media and methods. Required for art majors. (from SAC description)

## DM 169 GAME DEVELOPMENT TEAM

**Prerequisite:** None

**Dual Enrollment SAC Equivalent:** DM 169

Students design and develop original video game projects in a team setting and in a simulated video game production studio setting. The working game(s) and/or working prototypes will be entered into the annual Institute of Electrical and Electronics Engineers (IEEE) Intercollegiate Computer Game Competition.

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## ADVANCED ANIMATION

**Prerequisite:** DM 107

In this course, students will build on skills and concepts learned previously while learning the fundamentals of 3D animation in programs such as Autodesk Maya. Students will work through a collection of exercises in 3D such as walk, run and jump cycles, expressive reactions and dialogue sync.

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## 3D SCULPTURE

Utilizing a combination of traditional (clay) and digital (ZBrush) tools, students will be challenged to create models and characters in the round. This class will also investigate 3D printing and use the Makerspace to complete and prototype digital designs.

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## EXPERIMENTAL MEDIA

For those DM students that want to get your hands dirty, explore materiality and a variety of techniques that includes but is not limited to painting, collage and print making. This class is designed to help you get tactile and challenge you to take your artmaking to new places.

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## URBAN SKETCHING

Working primarily in sketchbooks, this class is focused on building and reinforcing a sketchbook based practice. Students will explore a variety of media and marking making tools as they draw on and around campus. Building a portfolio that requires a sketchbook, planning on traveling or just want to draw more, this class is designed to help you build those habits and techniques.

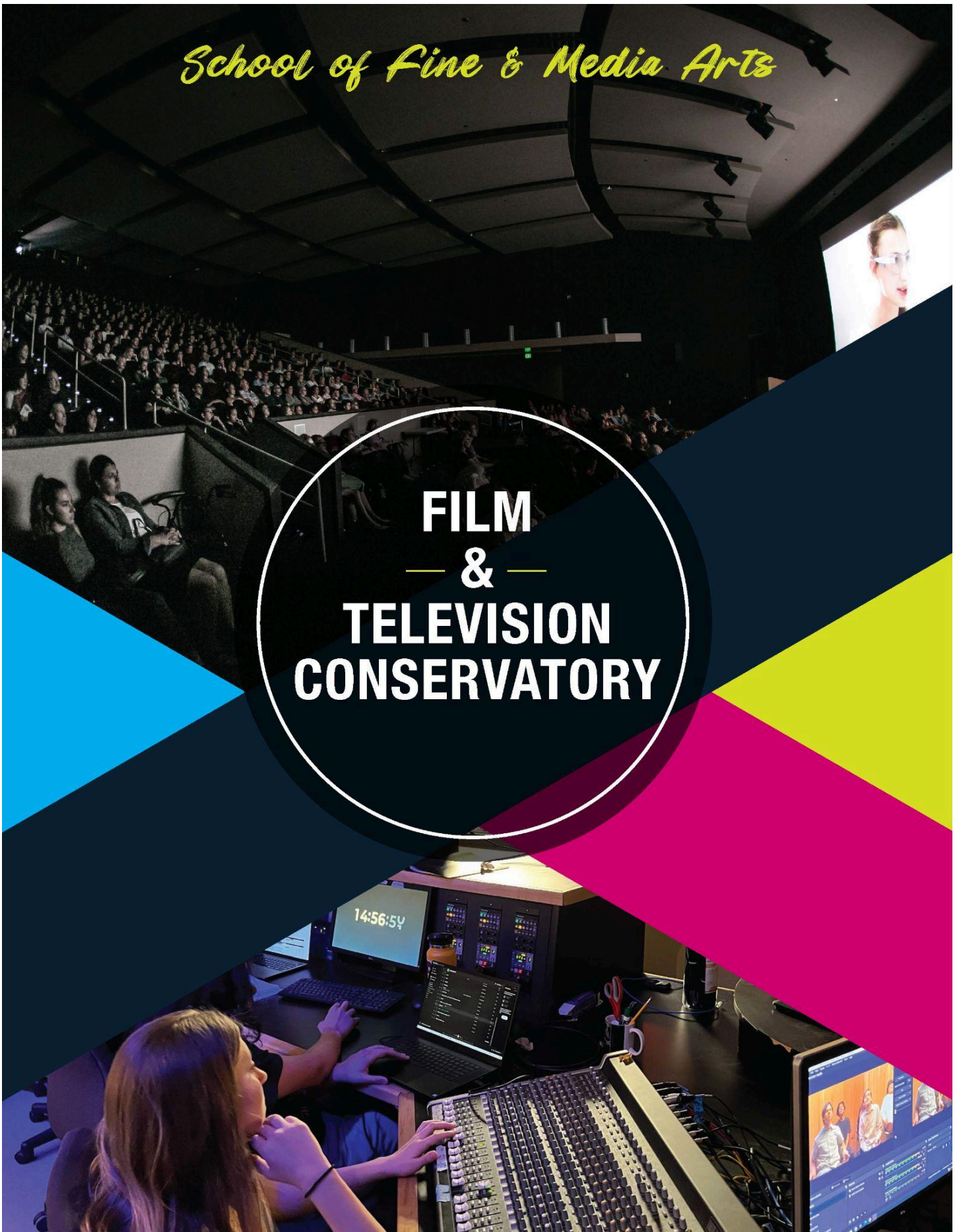
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## SEQUENTIAL ART

This class will focus on the various tools, techniques, history and philosophy behind making comics. Students will work on a variety of small projects to learn concepts and create a capstone project that explores an original narrative concept.

*School of Fine & Media Arts*

**FILM  
— & —  
TELEVISION  
CONSERVATORY**



## CURRICULUM OVERVIEW

The Film & Television Conservatory offers a comprehensive 4-year program for students in grades 9 through 12. Classes include film and broadcast media production, editing, directing, screenwriting, sound design, cinematography, film history, industrial video production, industry preparation, and documentary filmmaking. Students screen individual and/or collaborative work each semester.

Through this rigorous, hands-on curriculum, professionally-trained faculty members challenge and mentor students to be their best selves, both artistically and individually. Students are encouraged to use their work to demonstrate visual invention and curiosity, collaboration and individual expression, solid technical craftsmanship, and storytelling that thoughtfully explores the human condition. Inter-department collaboration is also highly valued and students often work with other conservatories to create their films.

Students in the Film & Television Conservatory are provided access to a full working television studio, a film studio, a sound recording room, digital cameras and equipment, and editing suites. The Film & Television Conservatory is both a pre-collegiate cinematic arts school and an industry-ready training program, allowing students to discover their own cinematic voices in an innovative and cutting-edge environment.

*Completing the full 4-year Film & Television Conservatory program fulfills the CTE pathway in Production and Managerial Arts for the Industry Sector of Arts, Media and Entertainment. Several courses are also dual enrolled through Santa Ana College for California college credit and/or meet the requirements for UC and CSU arts approval.*

## LEARNING OUTCOMES

Upon completion of the full Film & Television curriculum pathway, students will be able to:

- Use the art and technique of film to tell meaningful and compelling stories
- Write short narrative screenplays with three acts and developed characters
- Manage the professional requirements of filmmaking (budgets, schedules, etc.)
- Record, mix and edit production audio
- Use effective communication to direct an actor
- Use a variety of digital cinema cameras and lighting equipment
- Know and use the unique on-set vocabulary of production
- Crew effectively, collaboratively, and safely on a film or TV (broadcast) production
- Effectively use the editing process to craft a story in post-production
- Give good feedback to colleagues and utilize feedback for self-improvement
- Tell a nonfiction story on film in multiple formats (documentaries, etc.)
- Create content for clients (live productions, commercials, PSAs, etc.)

- Make connections about influential periods in film history
- Think and speak critically about media
- Navigate the business of being a film and media creator

## CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media, and Entertainment**
- **CTE PATHWAY: Production and Managerial Arts**

| Curriculum Pathway Course Titles |                   |
|----------------------------------|-------------------|
| Introductory:                    | FILM PRODUCTION I |
|                                  | EDITING           |
|                                  | TV PRODUCTION I   |
|                                  | CINEMATOGRAPHY    |
|                                  | SOUND DESIGN      |
|                                  | DIRECTING         |
|                                  | TV PRODUCTION I   |
|                                  | SCREENWRITING     |
|                                  | FILM HISTORY      |

|               |                             |
|---------------|-----------------------------|
| Concentrator: | FILM PRODUCTION II          |
|               | INDUSTRIAL VIDEO PRODUCTION |
|               | ADVANCED DIRECTING          |
|               | TV PRODUCTION II            |
|               | FILM PRODUCTION III         |
|               | DOCUMENTARY FILMMAKING      |
|               | TV PRODUCTION III           |

|           |                                                 |
|-----------|-------------------------------------------------|
| Capstone: | SENIOR PROJECT                                  |
|           | SENIOR PROJECT - TV (MEETS WITH SENIOR PROJECT) |
|           | INDUSTRY PREP                                   |
|           | INDUSTRY INTERNSHIP (MEETS WITH CAH)            |

| Electives (Open to Any OCSA Junior or Senior Pending Space) |  |
|-------------------------------------------------------------|--|
| TV PRODUCTION II (SOME EXPERIENCE REQUIRED)                 |  |
| TV PRODUCTION III (SOME EXPERIENCE REQUIRED)                |  |

|                                                |
|------------------------------------------------|
| FILM PRODUCTION III (SOME EXPERIENCE REQUIRED) |
| FILM PRODUCTION IV (EXPERIENCE REQUIRED)       |
| WORLD CINEMA                                   |

## COURSE DESCRIPTIONS

### ADVANCED DIRECTING

**OCSA Transcript Abbreviation: FTV DM157 AdvDr**

**Dual Enrollment SAC Equivalent: DM 157 Advanced Motion Picture Technical Production**

**Prerequisites: Film Production II, Directing, and Screenwriting or equivalent skills**

This is an intermediate level production course focusing on creative collaboration between Film & Television students and students in the Creative Writing and Acting/Musical Theatre conservatories. FTV students will partner to collaborate with Creative Writing students in the developing and shaping of at least three drafts of a 4-page narrative script. Upon completion of a final draft, FTV partnerships will hold a casting session with students from the Acting or Musical Theatre Conservatory Acting for Film classes to select actors for the roles in the films. As the projects go into production, FTV students will review and learn more about the language and theories of directing technique and application (extending their knowledge from Directing). Each FTV pair will schedule, co-direct and edit at least three cuts of a 4-5 minute film which will then be screened at Cineplex.

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### CINEMATOGRAPHY

**Prerequisite: None**

This is a beginning production course focusing on basic elements of cinematography. Students will learn how to enhance the effectiveness of their visual storytelling through use of camera angles and movement and the manipulation of light, shadow and color. Students will learn about the cinematographic process as it relates to digital cinema cameras. Students will learn about the basic role and tools of cinematographers and gaffers. Students will expand their understanding of the collaborative nature of filmmaking through group projects. Students will learn about the work and styles of influential cinematographers. Students will complete a short commercial or music video incorporating a variety of cinematographic techniques.

## DIRECTING

**Prerequisites:** None

**H.S. | C.S.U. (f) | U.C. (f)**

This is an introductory acting/directing workshop. It focuses on giving filmmakers a basic understanding of the actor's process, modeling for them effective actor/director communication, and teaching them how to break down scenes into moments based on the dramatic and emotional beats. Students will learn how framing and camera movement can aid the director in capturing the emotions and character dynamics of a scene. Students will observe the teacher direct actors and then apply those techniques themselves in directing actors in short scenes. Directors will mimic effective directing strategies and adjustments while developing their own unique styles.

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## DOCUMENTARY FILMMAKING

**OCSA Transcript Abbreviation: FTV DM265 Doc**

**Dual Enrollment SAC Equivalent: DM 265 Documentary Film Production**

**Prerequisites: Advanced Directing and Industrial Video Production or equivalent skills**

In this advanced production class, students will survey and assess non-fiction feature and short films. New lexicons, filmmaking tropes and techniques are discovered and discussed. The focus will be on participatory and observational documentaries which delve into the lives of a particular person or group. Students will then select subjects whose lives they want to reveal through the documentary process. They'll develop exploratory questions for their subjects, collect information through interviews and visual observation (b-roll), and plan out visual "scenes" that can reveal their subjects in their natural environments. Students will learn how to edit interviews using transcripts. They'll discover the interplay between interview and b-roll footage and how documentary filmmaking is an act of constant discovery. Students will ultimately create an honest narrative about their subject through editing and sound design, culminating in a 5-6 minute documentary that will be screened at Cineplex.

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## EDITING

**OCSA Transcript Abbreviation : FTV DM112 Edit**

**Dual Enrollment SAC Equivalent: DM 112 Introduction to Video Editing and Postproduction**

**Prerequisite: None**

This is an introductory editing course familiarizing students with the Adobe Premiere Pro editing platform, non-linear editing concepts and practice, and digital media manipulation. Students will learn editing techniques, organization and workflow by carrying several projects through from raw footage to final media output. Students will edit scenes, cut together a movie trailer and assemble their Film Production I project.

## FILM HISTORY

**Prerequisites: None**

An introductory course which explores film historically and critically as an art, science, commercial enterprise, and mode of cultural expression from the late 1890's to the present. Students will understand how movies came into being, the major creative influences and innovations in film history, and how historical forces and culture impacted film as art and commerce for studios, artists and audiences. Students will view, discuss, and write on subjects ranging from artists, styles, and other facets of American and international filmmaking and how they connect to films today.

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## FILM PRODUCTION I

**Prerequisite: None**

**H.S. | C.S.U. (f) | U.C. (f)**

In this beginning production course, students will learn and apply concepts of visual storytelling to two short non-dialogue narratives. Students will conceptualize, write, storyboard, direct and edit their own story ideas. All projects will be shot without dialogue, emphasizing the visual aspects of the medium to tell stories. Students will learn the basic visual "grammar" of filmmaking and how shots combine to create meaning. Students will complete two individual 2-3 minute productions, one of which will be selected by the instructor to screen at Cineplex.

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## FILM PRODUCTION II

**OCSA Transcript Abbreviation : FTV DM115A FP2**

**Dual Enrollment SAC Equivalent: DM 115A Single-Camera Production and Editing**

**Prerequisites: Film Production I, Editing, Cinematography, and Sound Design or equivalent skills**

This course focuses on the pre-production, production, and post production of short synchronized sound narrative films. Students will be able to identify and experience the roles and responsibilities of key crew positions such as: producer, assistant director (AD), director, director of photography (DP), script supervisor, sound mixer, and more. Students will learn proper set etiquette and the importance of time management, communication, and organization in the industry. In groups, students will work together to create two short 3-5 minute films which will be showcased at Cineplex.

## FILM PRODUCTION III

**OCSA Transcript Abbreviation : FTV DM150 FP3**

**Dual Enrollment SAC Equivalent: DM 150 Producing and Directing**

**Prerequisites: TV Production II or equivalent skills**

In this advanced production course, students will collaborate as a class to produce two 8-10 minute short narrative films. Students will continue practicing the proper functioning of a film crew with its distinct positions, hierarchy and protocols. Each student will fulfill an "above the line" role (producer, director, writer, etc.) or "below the line" role (gaffer, grip, production assistant, etc.) on at least one of the films. The class will emphasize the role and workings of the production design department on a film and experience how this department (through art direction, costumes, props) contributes to the stylistic look and thematic expression of a film.

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## INDUSTRIAL VIDEO PRODUCTION

**Prerequisites: Film Production II, Directing, and Screenwriting or equivalent skills**

An intermediate class focusing on non-profit and commercial promotional video production. Students will work in small teams to create two public service announcements (PSAs): one for an issue or cause that is meaningful to the team and another for a non-profit client with a mission that is meaningful to the team. Students will learn about target audiences and how to create brief, effective messaging with visuals, audio and graphics. Students will learn how to set deadlines and deliver content to required specs. Students will learn how to effectively collaborate, communicate and work for a client, finding ways to use their own creativity while meeting the needs, goals and mission of the client.

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## INDUSTRY INTERNSHIP

**Prerequisites: Editing, Cinematography, Sound Design or equivalent skills**

*\*This course is taught in conjunction with CAH Internship II. Students will be required to obtain a paid 90-hour internship opportunity for the semester to take this course.*

This internship course provides both in-class training about working professional environments (contracts, workplace safety, harassment training) and on-site work experience in film or television. Students will be required to secure a paid internship at a local business. (Some opportunities may exist for which students can apply.) They will be required to undergo an application and interview process. This course will require students to commit to 90 hours of paid work through the semester. There will also be check-in points where students will be evaluated on specific job competencies by their employer and internship mentor.

## INDUSTRY PREP

**Prerequisites:** Editing or equivalent skills

An in-depth workshop class that prepares students for life after OCSA and FTV, whether that be attending college, applying for a job, doing freelance work or pursuing a gap or internship year. Students will learn how to best present and promote themselves on paper, online and in person to potential employers and industry contacts. While the focus will be on prepping for a career in film, the skills learned in this class can apply to pursuing further education or work in any field.

Students will research film schools and festivals. They'll learn how to write an effective personal essay for a college or grant application. Students will learn how to create a marketable résumé, a project reel, business card and website. Students will learn how to promote themselves for internships and jobs by practicing interviewing, pitching and networking. Throughout the semester, industry guest speakers and alums will share about their career paths and provide tips. The class will present film work at a showcase mixer for college reps during the OCSA College Fair.

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## SCREENWRITING

**Prerequisites:** None

**H.S. | C.S.U. (f) | U.C. (f)**

In this course, students will learn more about the classical three-act structure of stories and how to apply this to writing short scripts. Students will learn how to convey characters effectively through behavior and dialogue. Students will learn how each scene functions as a “mini-story” within the larger context of the screenplay it inhabits. Students will practice writing in industry-standard formatting with effective descriptions, dialogue unique to their characters, and compelling story arcs. Students will write multiple drafts of two short screenplays and will outline a feature film idea.

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## SENIOR PROJECT

**Prerequisites:** Film Production III and TV Production III or equivalent skills

**H.S. | C.S.U. (g) | U.C. (g)**

Senior Project is a yearlong senior production course wherein students will create thematically engaging and technically advanced film or television projects. Senior Project covers all aspects of professional production, including pre-production planning, production and post-production, with an emphasis on film producing and problem-solving.

Students will learn about the following processes in greater depth: script development, production scheduling, casting and location permitting, and will be introduced to budgeting, talent contracts and deal memos. Each student will pick a production track (directing, producing, documentary, animation or television) and complete their project according to that track's assignments. Partnering and collaboration is highly encouraged. While all projects are mentored, a high degree of independence is expected.

## SOUND DESIGN

**Prerequisite: None**

This is a beginning course focusing on production and post-production sound recording and design for film. Students will learn how production microphones work and the individual uses of each kind. Students will learn proper recording techniques, sound creation (Foley), dialogue recording, and sound effects selection and editing. Projects include collecting sounds, remixing a piece of film with new sounds, and mixing a Film Production I project.

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## TV PRODUCTION I

**OCSA Transcript Abbreviation : FTV DM110 TV1**

**Dual Enrollment SAC Equivalent: DM 110 Introduction to Television Production**

**Prerequisite: None**

This course focuses on 3-camera live studio production with an emphasis in news. Students will learn the safety protocols of a TV studio; how to operate television cameras, lighting and audio equipment; and how to function in the various roles of a TV crew. Students will also learn about on-location news production and visual storytelling within the medium. Students will write TV audio/visual scripts, create pre-recorded scripted short form content (packages, VO's, & VOSOT's), and learn interviewing techniques. Students will work in groups to produce three 5-7 minute episodes of a TV newsmagazine style program. This class is fast-paced and mirrors on-the-job training. Students will create pre-recorded scripted content ("packages") for playback during the taping of each episode.

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## TV PRODUCTION II

**OCSA Transcript Abbreviation : FTV DM115B TV2**

**Dual Enrollment SAC Equivalent: DM 115B Advanced Single-Camera Production and Editing**

**Prerequisites: Film Production II and Advanced Directing or equivalent skills**

This course focuses on scripted web series production. As a class, students will pitch concepts for a season's content of a short episodic or anthology series. Showrunners will be selected from winning pitches who will guide the class through the scripting of three 5-6 minute episodes. The class will pitch for various above and below-the-line positions on the series. Students will learn about crowd-source fundraising and how to manage a budget. Students will also learn the basics of casting and how to cast safely. The class will use RED digital cinema cameras to film the show. Showrunners and episode producers will guide the production to completion under the instructor's mentorship. The class will prepare and shoot the three-episode season over the course of multiple weeks. Students will perform at least one specific above and below-the-line role on the show, some fulfilling multiple roles. Students will market and promote their series online and screen their season of content at Cineplex.

## TV PRODUCTION III

**OCSA Transcript Abbreviation : FTV DM215 TV3**

**Dual Enrollment SAC Equivalent: DM 215 Advanced Single-Camera/Digital Cinema Production**

**Prerequisites: TV Production I and TV Production II or equivalent skills**

This course focuses on multicamera live event streaming and broadcast production, with a focus on the arts. As a class, students will produce and film on-location multicamera productions of their choosing that could include music videos, talk shows, cooking competitions, e-sports events, and other full-length live arts events in collaboration with OCSA conservatories/clubs or a non-school related client. Students will film interviews of the cast and crew with accompanying event footage for behind the scene featurettes. These productions will be showcased at Cineplex and on the FTV YouTube Channel. This class will require significant outside of regular school hours participation.

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### *Electives*

## FILM PRODUCTION IV

**Prerequisites: Film Production III or equivalent skills**

In this advanced production course, students will get a chance to challenge themselves artistically in the creation of a short film that reflects their own personal voice. This project can also be used to work out ideas for Senior Project, experiment with a new style or format, as a supplement for a college application, or as a film festival submission. Students will be encouraged to experiment with style, discover new approaches and learn more about advanced production and cinematographic techniques. Not all films will be guaranteed screening at Cineplex, but rather a handful will be selected by the class and staff.

Students will expand their knowledge of the pre-production film process and explore the art and science of professional cinematography. Students will have an opportunity to become proficient with RED digital cinema cameras and other advanced film gear (based on interest and goals), and experiment with lighting and compositional techniques. Students will also learn, through guest speakers and stories, practical tips about professional filmmaking. There will be impromptu in-class shoots to develop the student's skills in exposure, lighting, composition, camera movement, shot blocking, set hierarchy and etiquette. The instructor will also plan at least one project to be done as a class to practice some of these advanced techniques and professional protocols.

## INDUSTRY INTERNSHIP

**Prerequisites:** Editing, Cinematography, Sound Design or equivalent skills

*\*This course is taught in conjunction with CAH Internship II. Students will be required to obtain a paid 90-hour internship opportunity for the semester to take this course.*

This internship course provides both in-class training about working professional environments (contracts, workplace safety, harassment training) and on-site work experience in film or television. Students will be required to secure a paid internship at a local business. (Some opportunities may exist for which students can apply.) They will be required to undergo an application and interview process. This course will require students to commit to 90 hours of paid work through the semester. There will also be check-in points where students will be evaluated on specific job competencies by their employer and internship mentor.

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## TV PRODUCTION III

**OCSA Transcript Abbreviation :** FTV DM215 TV3

**Dual Enrollment SAC Equivalent:** DM 215 Advanced Single-Camera/Digital Cinema Production

**Prerequisites:** TV Production I and TV Production II or equivalent skills

This course focuses on multicamera live event streaming and broadcast production, with a focus on the arts. As a class, students will produce and film on-location multicamera productions of their choosing that could include music videos, talk shows, cooking competitions, e-sports events, and other full-length live arts events in collaboration with OCSA conservatories/clubs or a non-school related client. Students will film interviews of the cast and crew with accompanying event footage for behind the scene featurettes. These productions will be showcased at Cineplex and on the FTV YouTube Channel. This class will require significant outside of regular school hours participation.

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## WORLD CINEMA

**OCSA Transcript Abbreviation :** FTV DM102 WrldC

**Dual Enrollment SAC Equivalent:** DM 102 History of Global Cinema

**Prerequisites:** None

World Cinema is an advanced critical studies course that is both an overview of world cinema and an exploration of a particular filmmaker, genre, or tradition in film and television history. The first part of the class reviews cinema traditions from around the world including Italian Neorealism, German New Wave, Bollywood, Australian New Wave and Asian cinema traditions.

The second part of the class focuses deeper on the work of a filmmaker (Hitchcock, Peter Weir, Wong Kar-Wai, etc.), genre (musical comedy, noir, etc.) or tradition (TV sitcoms, etc.). Focus topics may vary from year to year. Students will complete regular written analysis of films viewed in class, engage in classroom discussion, and write two papers. Students will explore concepts of changing trends in filmmaking, auteur theory, and how various aspects of film (cinematography, sound design, dialogue, character development, etc.) tell stories and convey themes.

*School of Music*

**INSTRUMENTAL  
— MUSIC —  
CONSERVATORY**



### CURRICULUM OVERVIEW

All Instrumental Music students will complete a core curriculum that includes classes in music theory, composition, career development, and electives in music history and Alexander Technique. These subjects are the foundation of music education and help students gain skills in analysis, composition and critical thinking.

### LEARNING OUTCOMES

Upon completion of the Instrumental Music Core curriculum pathway, students will gain proficiency in various parameters of music such as rhythm, melody, harmony, form, style and expression through analysis, composing and listening. Additionally, students will develop foundational knowledge in the cultural contexts of music and apply the skills necessary for understanding of music elements and their relevance.

### CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR:** Arts, Media and Entertainment
- **CTE PATHWAY:** Performing Arts

| Curriculum Pathway Course Titles |          |
|----------------------------------|----------|
| Introductory:                    | THEORY A |
|                                  | THEORY I |

|               |           |
|---------------|-----------|
| Concentrator: | THEORY II |
|---------------|-----------|

|           |                            |
|-----------|----------------------------|
| Capstone: | CLASSICAL COMPOSITION      |
|           | CAREER DEVELOPMENT SEMINAR |

| Electives                            |  |
|--------------------------------------|--|
| INTRODUCTION TO ALEXANDER TECHNIQUE* |  |
| MUSIC HISTORY SEMINAR*               |  |

## COURSE DESCRIPTIONS

### IMC THEORY A

**Prerequisite:** None

**M.S.**

The first in the Theory and Skills series, this course is designed for our youngest students. The fundamentals of music theory and skills are addressed in this course as the students are required to demonstrate their understanding of music outside of the performance ensembles. Students will learn to read music, the scales and basics of music theory.

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### IMC THEORY I

**Prerequisite:** Theory A

**H.S. | C.S.U. (f) | U.C. (f)**

This course is designed to suit the needs of the younger high school aged students at OCSA. In this course, students will begin to explore harmony and function through a development of their theoretical knowledge of music. Beyond the standard scales and key signatures, students will begin to learn about chords and their function within a given key signature. Students will also develop their listening ability to recognize these elements in their performance ensembles.

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### IMC THEORY II

**Prerequisite:** Theory I, Theory A

**H.S. | C.S.U. (f) | U.C. (f)**

The final theoretical course in the Theory and Skills series, upon successful completion of this course, students will be equipped to excel in the composition courses. Students will learn Roman Numeral analysis as well as a complete understanding of the purpose of harmony in Western Tonal Music. Students will exhibit a full understanding of music written within the common practice era.

## IMC CLASSICAL COMPOSITION

**Prerequisite:** Musicianship, Theory II, Theory I, Theory A

**H.S. | C.S.U. (f) | U.C. (f)**

Part of the Theory and Skills class series, Classical Composition offers the students the opportunity to study the compositional styles of the common practice era, as well as create their own music utilizing the methodologies and techniques they have been studying. This course will explore compositional issues including melody, harmony, function, counterpoint, orchestration and production. By the end of this course, students will have a better comprehension of the music created between 1650 and 1900, as well as understand the procedures behind creating that music. For jazz students, passing Jazz Composition and Arranging is a prerequisite before enrolling in this course.

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## IMC CAREER DEVELOPMENT SEMINAR

**Prerequisite:** Musicianship 2, Musicianship 1, Theory II, Theory I, Theory A

**H.S.**

Seniors are given the opportunity to research and develop varying career options in music. Working professionals are brought in as guest lecturers to offer their story of their path to their current employer, as well as offer advice specific to that career. Examples of lectures include, but are not limited to Music Performance, Music Education, Arts Administration, Film Music and Music Store Operations. Students will have a better understanding of the vast array of career options in music.

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## IMC INTRODUCTION TO ALEXANDER TECHNIQUE

**Prerequisite:** None

**H.S.**

An interactive class introducing and exploring the principles of the Alexander Technique. This class will provide students a physical understanding of poise and improved coordination in practice, rehearsals, and performance. They will develop skills to reduce anxiety and reactions to stress, and learn to reduce unnecessary muscular tension that can lead to physical discomfort and pain.

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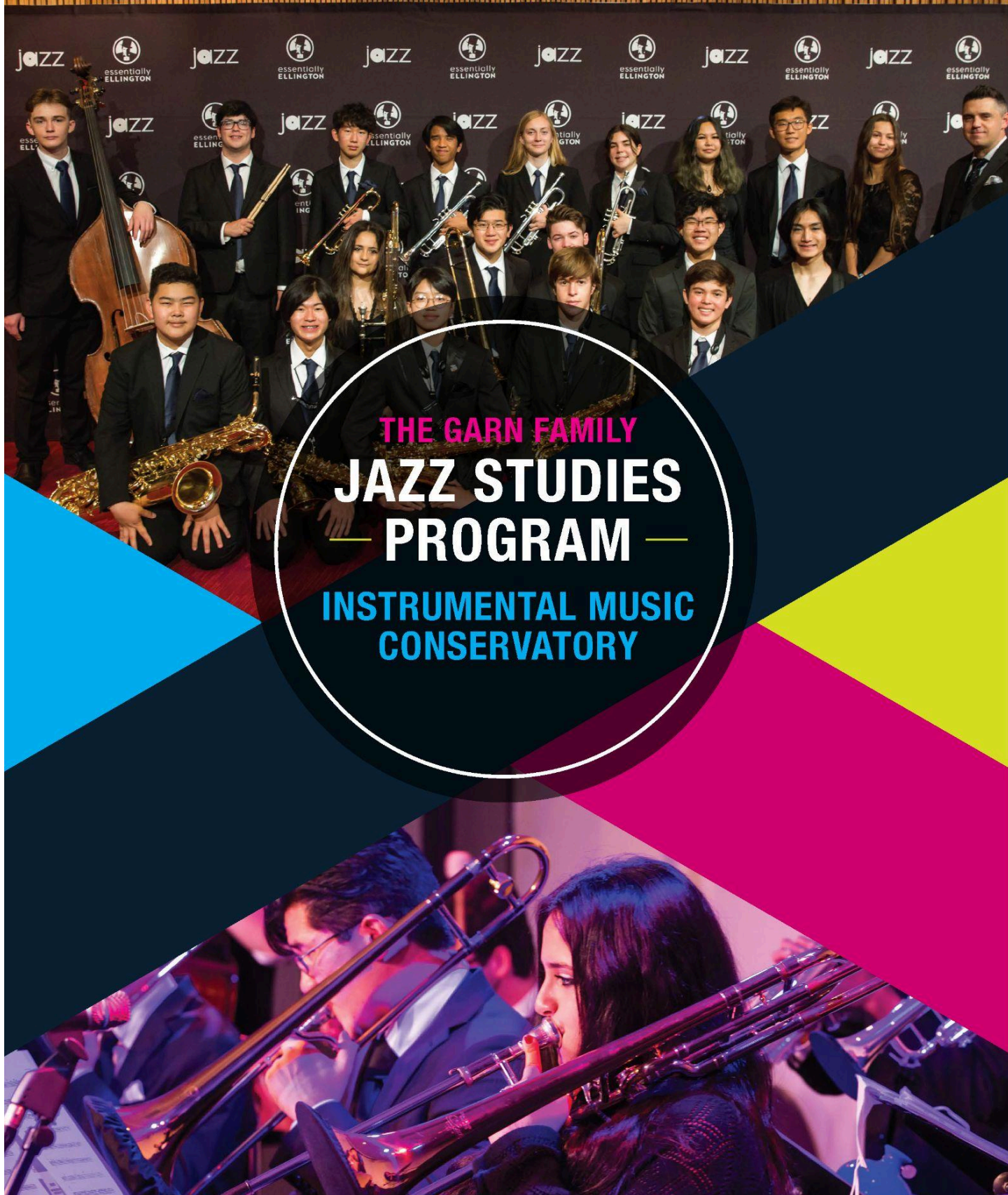
## IMC MUSIC HISTORY SEMINAR

**Prerequisite:** None

**H.S.**

In this course students will learn the different composers, styles, traits, instrumentation, notation, and genres that distinguish one era from another. Students will learn the political, geographical, and cultural events that ushered the forward flow of art music. These concepts in tandem will provide students with a comprehensive history of Western music.

# School of Music



THE GARN FAMILY  
**JAZZ STUDIES  
PROGRAM**  
INSTRUMENTAL MUSIC  
CONSERVATORY

## CURRICULUM OVERVIEW

The Garn Family Jazz Studies Program is a nationally ranked program, and mirrors curriculum typically found at top-tier universities. Students will perform in a big band, learning classic historical repertoire as well as other modern composers. Students will also perform in a small Jazz combo setting, which provides an opportunity to develop skills in improvisation, theory, and arranging. Additional classes are tailored toward rhythm section development, tune learning, and composition.

## LEARNING OUTCOMES

Upon completion of the Jazz Studies Program curriculum pathway, students will be able interpret a wide variety of music from different eras in different large and small ensemble formats. Additionally, students will have mastered many elements of Jazz performance including but not limited to sight reading, phrasing, articulation, and intonation, and improvisation.

## CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media, and Entertainment**
- **CTE PATHWAY: Performing Arts**

| Curriculum Pathway Course Titles |                                                    |
|----------------------------------|----------------------------------------------------|
| <b>Introductory:</b>             | JAZZ ENSEMBLE*                                     |
|                                  | PATIO COMBO*                                       |
|                                  | JAZZ COMBO*                                        |
|                                  | INSTRUMENT MASTERCLASS                             |
| <b>Concentrator:</b>             | STUDIO BIG BAND*                                   |
|                                  | JAZZ TECHNIQUES                                    |
|                                  | STUDIO COMBO*                                      |
| <b>Capstone:</b>                 | AMBASSADOR JAZZ ORCHESTRA*                         |
|                                  | JAZZ ARRANGING ( <i>not offered at this time</i> ) |
|                                  | CHUCK WACKERMAN MEMORIAL COMBO*                    |

## COURSE DESCRIPTIONS

### JAZZ ENSEMBLE

**Prerequisite:** Audition

**M.S. | H.S.**

Jazz Ensemble is an introductory course designed for students less experienced in the Jazz idiom. Topics taught include various styles native to the Jazz idiom (Swing, Latin-Jazz, Ballad), basic improvisation, and other ensemble elements related to balance, blend, intonation and articulation. Students perform a range of big band music from the classic big band canon in on-campus concerts, as well as at local and regional Jazz festivals.

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### PATIO COMBO

**Prerequisite:** Audition

**M.S. | H.S.**

Patio Combo is an introduction to the basic format of small group Jazz. The ensemble is typically comprised of a small number of horns (trumpet, saxophone) and a rhythm section (piano, bass, guitar, drum set). Elements of improvisation, transcription, and basic arranging are covered within the course. Students perform a range of small group Jazz from the classic American Songbook in on-campus concerts, as well as at local and regional Jazz festivals.

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### JAZZ COMBO

**Prerequisite:** Audition

**M.S. | H.S.**

Jazz Combo is designed for intermediate level Jazz students. The ensemble is typically comprised of a small number of horns (trumpet, saxophone) and a rhythm section (piano, bass, guitar, drum set). Students learn to develop basic coherent improvised solos, memorize tunes and arrangements, and transcribe solos from classic recordings. Students perform a range of small group Jazz from the classic American Songbook in on-campus concerts, as well as at local and regional Jazz festivals.

## **INSTRUMENT MASTERCLASS**

**Prerequisite:** None

**M.S. | H.S.**

This instrument-specific course is designed to provide students foundational knowledge of their instrument through sound production and technical skills. Students will learn major, minor, chromatic and other scales that are relevant to their field of study. Students will learn important historical repertoire native to their respective instrument in addition to music to be performed in their various ensembles. Each semester will culminate with a jury panel to provide feedback for each student's musical progress.

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## **STUDIO BIG BAND**

**Prerequisite:** Audition

**M.S. | H.S.**

Studio Big Band is an intermediate course designed for students with several years of Jazz experience. Topics taught include various styles native to the Jazz idiom (Swing, Latin-Jazz, Ballad), intermediate-level improvisation, and other ensemble elements related to balance, blend, intonation and articulation. Students perform a wide range of big band music from the classic big band canon and other modern composers in on-campus concerts, as well as at local and regional Jazz festivals.

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## **JAZZ TECHNIQUES**

**Prerequisite:** none

**M.S. | H.S.**

The Jazz Techniques course is designed primarily for rhythm section players (piano, guitar, bass, drums). The class is an open rehearsal format in which students rotate between different groups of rhythm sections, working to learn important chord progressions, sequencing, comping, and improvisation. Students are expected to memorize a variety of Jazz compositions from the Great American Songbook.

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## **STUDIO COMBO**

**Prerequisite:** Audition

**M.S. | H.S.**

Studio Combo is designed for intermediate to advanced level Jazz students. The ensemble is typically comprised of a small number of horns (trumpet, saxophone) and a rhythm section (piano, bass, guitar, drum set). Students learn to develop substantial improvised solos, memorize tunes and arrangements, and transcribe solos from classic recordings. Students perform a range of small group Jazz from the classic American Songbook, modern composers, and other student musicians in on-campus concerts, as well as at local and regional Jazz festivals.

## STUDIO TECHNIQUES

**Prerequisite:** None

**M.S. | H.S.**

This course is designed to teach students basic use of a recording studio. Using ProTools and Logic, students learn different recording techniques for a variety of small ensembles using different microphone combinations and configurations.

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## AMBASSADOR JAZZ ORCHESTRA

**Prerequisite:** Audition

**M.S. | H.S. | C.S.U. (f) | U.C. (f)**

The Ambassador Jazz Orchestra is the premier performing ensemble of the Garn Family Jazz Studies Program. Students perform professional-level compositions and arrangements from the most important composers in the Jazz canon, as well as modern compositions written by living composers. Students are expected to master their respective instruments, demonstrating intimate knowledge of all Jazz eras and styles. All students are expected to improvise logically constructed solos. Students practice and rehearse often outside of class time, on their own, and within their instrument sections. Students attend additional rehearsals, recording sessions, and perform in special performances for the OCSA community. AJO performs and competes at top-tier local, regional, and international Jazz festivals.

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## JAZZ ARRANGING

**Prerequisite:** Jazz Techniques

**M.S. | H.S.**

This course explores compositional techniques used by historic Jazz composers. Through the exploration, students then arrange pieces for small ensembles with horns, sections within a big band, and finally a full big band ensemble. At the end of the semester, the Ambassador Jazz Orchestra will perform student arrangements during the conservatory hour.

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## CHUCK WACKERMAN MEMORIAL COMBO

**Prerequisite:** Audition

**M.S. | H.S.**

This class is designed for advanced level Jazz students. The ensemble consists of a small number of horns (trumpet, saxophone, trombone) and a rhythm section (piano, bass, guitar, drum set). Students learn to develop substantial improvised solos, memorize tunes and arrangements, and transcribe solos from classic recordings. Students are expected to arrange and compose for the group and perform a range of small group Jazz from the classic American Songbook, modern composers, in on-campus concerts, as well as at local and regional Jazz festivals.



*School of Music*

**PIANIST  
PROGRAM**  
—  
**INSTRUMENTAL MUSIC  
CONSERVATORY**

## CURRICULUM OVERVIEW

The Pianist Program enhances the training of aspiring student musicians by providing a college-preparatory curriculum with specialized training in piano, taught by nationally renowned faculty. In addition to the instrumental music theory, history, and musical elective curriculum, the Pianist Program offers classes in solo performance training, piano skills and style topics, score and sight reading, piano ensemble, and chamber music. The Pianist Program provides students the opportunity to perform both nationally and internationally, as well as learn the skills necessary to develop as fine musicians and individuals. Pianist Program students are provided the opportunity to concertize regularly in major venues such as Carnegie Hall and appear in a number of reputable international festivals, including Aspen, Tanglewood, Casalmaggiore, and NYU Steinhardt. The Pianist Program maintains a strong commitment to new music, often commissioning piano ensemble works by award-winning composers. The program's state-of-the-art keyboards and concert instruments enable students to create music at the highest-level, right-on campus.

## LEARNING OUTCOMES

Upon completion of the Pianist Program curriculum pathway, students will be able to:

- Develop the skills necessary for a performance career in piano and cultivate profound understanding and love for music
- Gain extensive knowledge of piano literature from Baroque Period to present time
- Understand and master advanced concepts of Western Art as they relate to Music Theory, Music History, Classical Composition, Piano Literature, Chamber Music, major keyboard composers and their historical period
- Achieve comprehensive technical proficiency in piano performance
- Develop advanced sight-reading skills and acquire high degree of expertise in playing minor and major scales, arpeggios, and proficiency in melodic, harmonic and rhythmic dictation, sight-reading, transposition, harmonization, composition of four part chorale, improvisation and modulation techniques
- Become well-rounded pianists and musicians who possess self-discipline, independence and adaptability

## CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media and Entertainment**
- **CTE PATHWAY: Performing Arts**

| Curriculum Pathway Course Titles |                                 |
|----------------------------------|---------------------------------|
| Introductory:                    | IMP PIANO SIGHT-READING 7/8     |
|                                  | IMP PIANO SEMINAR 7/8           |
|                                  | IMP PIANO PERFORMANCE FORUM 7/8 |
|                                  | IMP PIANO PERFORMANCE FORUM A   |

|               |                                |
|---------------|--------------------------------|
| Concentrator: | IMS CHAMBER MUSIC I            |
|               | IMP MUSIC HISTORY              |
|               | IMP KEYBOARD FUNCTIONAL SKILLS |
|               | IMP MUSICIANSHIP               |
|               | IMP PIANO ENSEMBLE             |
|               | IMP PIANO SEMINAR              |
|               | CV ART SONG LITERATURE         |
|               | IMP PIANO PERFORMANCE FORUM    |

|           |                                      |
|-----------|--------------------------------------|
| Capstone: | IMS CHAMBER MUSIC II                 |
|           | IMP THE ART OF MINDFUL PIANO PLAYING |
|           | IMP KEYBOARD COLLABORATION           |
|           | IMP BAROQUE INTERPRETATION           |

| Electives                                |
|------------------------------------------|
| IMC INTRODUCTION TO ALEXANDER TECHNIQUE* |
| IMC MUSIC HISTORY SEMINAR*               |

## COURSE DESCRIPTIONS

### IMP PIANO SIGHT-READING 7/8

**Prerequisite:** N/A

**M.S.**

This is a fundamental piano class. Students will receive advice on specific topics related to sight-reading, and have the opportunity to test strategic approaches to these issues by sight-reading in front of each other. Students will learn to think quickly and sight reading will be transformed into an enjoyable, fun activity that enhances their overall musicianship and enables them to discover new repertoire more rapidly.

## IMP PIANO SEMINAR 7/8

**Prerequisite:** N/A

**M.S.**

This is a fundamental piano class. Students will learn critical listening skills and how to work on chord progressions, fingerings, scales and arpeggios more efficiently and apply these skills in their solo and ensemble keyboard repertoire. Students will examine and explore diverse musical styles and keyboard instruments.

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## IMP PIANO PERFORMANCE FORUM 7/8

**Prerequisite:** N/A

**M.S.**

This class examines and explores piano repertoire and performance practice from 1600 to present time, including the form and direction taken by piano music in the hands of different composers. Students will survey the piano repertoire from Baroque to present and use this experience to identify personal affinities and aid repertoire choices for subsequent recitals.

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## IMP PIANO PERFORMANCE FORUM A

**Prerequisite:** N/A

**M.S.**

This class examines and explores piano repertoire and performance practice from 1600 to present time, including the form and direction taken by piano music in the hands of different composers. Students will survey the piano repertoire from Baroque to present and use this experience to identify personal affinities and aid repertoire choices for subsequent recitals. Students will further examine stylistic elements found in representative works by the composers studied and help understand the philosophical, spiritual, and sociological factors that motivate composers of keyboard music.

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## IMS CHAMBER MUSIC I

**Prerequisite:** All Chamber Orchestra

**String Students**

**H.S. | C.S.U. (f) | U.C. (f)**

This course provides students with the opportunity to perform in smaller ensembles such as trios, quartets and quintets without a conductor. Students in this course will learn the special qualities of playing in smaller ensembles as well as performance practice for different stylistic periods.

## **IMP MUSIC HISTORY**

**Prerequisite: N/A**

**H.S.**

This course is a comparative study class that will cover the elements and building blocks of Western Classical Music, Multicultural Music, and Popular Idioms including Styles, Forms, Terminology, and Historical Contexts. Students will discuss how to listen to and analyze Early through Contemporary music with a focus on keyboard instruments and composers. Students will also look at music theory topics that will help to better understand and evaluate the music that we study.

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## **IMP KEYBOARD FUNCTIONAL SKILLS**

**Prerequisite: N/A**

**H.S.**

Thorough Bass is an art of great importance in music, not only as it teaches the method of accompanying other instruments or voices, but also as it lays foundations for composition and extempore playing. Students will survey various types of scores chronologically: monophony and polyphony, then between sacred to secular, and finally between vocal and instrumental and gain a certain depth of perspective on processes of stylistic change; and be able to demonstrate appropriate performance practices and provide concrete sound images of the scores.

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## **IMP MUSICIANSHIP**

**Prerequisite: N/A**

**H.S.**

This course equips students with thorough skills in rhythm, pitch, and musical structures in order to promote confident, fast, and accurate learning. Students will come to understand their roles as soloists, as collaborators in small ensembles, and as creators in transmitting to an audience the emotional content of the music.

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## **IMP PIANO ENSEMBLE**

**Prerequisite: Audition**

**H.S.**

This course is designed to provide students an opportunity to acquire ensemble experience in piano. Students will learn to be a part of a variety of ensemble combinations, with the Instructor acting as coach and coordinator. Students will explore a wide array of ensemble repertoire for both four hands and two pianos, designed to acquaint them with representative literature from all periods.

## IMP PIANO SEMINAR

**Prerequisite:** N/A

**H.S.**

As an adjunct to Piano Master Class Grades 9-12, Piano Seminar is a four-year course. Students will become familiar with the standard literature for solo piano through the study and discussion of scores and recorded performances. Students will discuss the works of Bach through the major composers of the 21st century.

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## CV ART SONG LITERATURE

**Prerequisite:** None

**H.S. | C.S.U. (f) | U.C. (f)**

Art Song Literature is an intermediate solo performance class. Our work culminates in a final recital each semester. In this course, students will be assigned a classical art song in its original language. Students are expected to learn, memorize and perform vocal literature with a holistic understanding of style, communication of the text, diction, classical technique and contextual background. Students will expand their knowledge of solo and small ensemble art song literature with opportunities to improve overall piano technique and musicianship needed for collaboration with vocalists.

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## IMP PIANO PERFORMANCE FORUM

**Prerequisite:** Audition

**H.S. | C.S.U. (f) | U.C. (f)**

This class examines and explores piano repertoire and performance practice from 1600 to present time, including the form and direction taken by piano music in the hands of different composers. Students will survey the piano repertoire from Baroque to present and use this experience to identify personal affinities and aid repertoire choices for subsequent recitals. Students will further examine stylistic elements found in representative works by the composers studied and help understand the philosophical, spiritual, and sociological factors that motivate composers of keyboard music.

---

## IMS CHAMBER MUSIC II

**Prerequisite:** Chamber Music I or Audition

**H.S. | C.S.U. (f) | U.C. (f)**

This course provides students with the opportunity to perform in smaller ensembles such as trios, quartets and quintets without a conductor. Students in this course will learn the special qualities of playing in smaller ensembles as well as performance practice for different stylistic periods.

## THE ART OF MINDFUL PIANO PLAYING

**Prerequisite: Musicianship**

**H.S.**

A unique and transformative course designed for high school piano students seeking to enhance their performance skills through the integration of meditation and awareness techniques. This course goes beyond traditional piano instruction, guiding students towards a holistic approach that nurtures both mind and music.

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## IMP KEYBOARD COLLABORATION

**Prerequisite: Piano Ensemble**

**H.S.**

This course is designed to provide students an opportunity to acquire chamber music experience with other instruments such as strings and woodwinds. Students will learn to be a part of a variety of ensemble combinations with the instructor acting as coach and coordinator. Students will explore a vast chamber music repertoire, designed to acquaint them with representative literature of various instruments from all periods.

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## IMP INTERPRETATION OF BAROQUE MUSIC

**Prerequisite: Piano Seminar**

**H.S.**

Composers of the Baroque period composed music in the cultural and educational context in which rhetoric was considered an important tradition and discipline. This course will explore some of the rhetorical principles set for by the Roman orators (as well as other authors of the period and the eighteenth century) and examine historically-informed performance practices and elements of delivery to stimulate and inspire performer's imagination. Students, through the weekly study and discussion of scores and in-class performances, will develop informed and historically appropriate interpretations of Baroque keyboard music on the modern piano.

*School of Music*

**STRINGS  
— & —  
ORCHESTRA  
PROGRAM**

**INSTRUMENTAL MUSIC  
CONSERVATORY**

### CURRICULUM OVERVIEW

The Strings & Orchestra Program provides students the opportunity to perform orchestral repertoire of all time periods. All string students, including harpists, are placed in one of three orchestras. Wind and percussion students audition for chairs. The three orchestras are the Symphony Orchestra, the Chamber Orchestra, and the middle school String Orchestra. High school string students also participate in weekly master classes for their instrument (violin/viola/cello/bass/harp), in which they perform for other musicians who play the same instrument. Chamber music is another vital component of the curriculum in which students are grouped in small ensembles between two to eight players, studying standard compositions and receive weekly coaching and class performance experience. Aside from performance classes, string students also take classes in theory, history, literature, and appreciation, enhancing their knowledge of the musical art they perform.

### LEARNING OUTCOMES

Upon completion of the Strings & Orchestra Program curriculum pathway, students will be able to:

- Learn new repertoire developing good technique, intonation, articulation, rhythm, and expression
- Practice to solve problems and develop musical interpretation
- Rehearse with others in a productive and professional manner
- Participate in large groups ensembles both within a section as well as leadership roles
- Communicate to an audience about their art and why it matters
- Research and display knowledge of and appreciation for composers and their compositions
- Understand the various career options within the music industry

### CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media and Entertainment**
- **CTE PATHWAY: Performing Arts**

| Curriculum Pathway Course Titles |                        |
|----------------------------------|------------------------|
| Introductory:                    | IMS STRING ORCHESTRA   |
|                                  | IMS MUSIC APPRECIATION |
| Concentrator:                    | IMS CHAMBER MUSIC I    |
|                                  | IMS CHAMBER ORCHESTRA  |
|                                  | IMS VIOLIN MASTERCLASS |

|  |                                 |
|--|---------------------------------|
|  | IMS VIOLA MASTERCLASS           |
|  | IMS CELLO MASTERCLASS           |
|  | IMS BASS MASTER CLASS           |
|  | IMS HARP MASTERCLASS            |
|  | IMS STRING LITERATURE & HISTORY |

|                  |                      |
|------------------|----------------------|
| <b>Capstone:</b> | IMS CHAMBER MUSIC II |
|                  | IMS SYMPHONY         |

| Electives |                                          |
|-----------|------------------------------------------|
|           | IMC INTRODUCTION TO ALEXANDER TECHNIQUE* |
|           | IMC MUSIC HISTORY SEMINAR*               |

## COURSE DESCRIPTIONS

### IMS STRING ORCHESTRA

**Prerequisite: None**

**M.S.**

This is a performing ensemble for string students in grades 7 and 8. Students in this ensemble learn the basic techniques of string playing in a group setting through learning repertoire from all musical periods. This is done through performance plus sight reading and rhythmic training exercises.

### IMS MUSIC APPRECIATION

**Prerequisite: None**

**M.S**

The purpose of this course is to help students mature in their appreciation of music by exploring the role of music throughout history, building music literacy through musicianship and theory, and introducing current debate/discussion topics related to music. Students will also develop critical writing skills each week in class.

Goals for this course include:

1. Students will apply their musicianship skills and historical knowledge of the seven musical periods to identify, analyze, connect, and respond to high quality music.
2. Students will actively engage in discussions about music with confidence, respect, and high critical thinking; they will develop their writing skills to communicate their musicianship cohesively.
3. Students will build a community in the classroom based on mutual appreciation and love of music!

## **IMS CHAMBER MUSIC I**

**Prerequisite:** All Chamber Orchestra string students

**H.S. | C.S.U. (f) | U.C. (f)**

This course provides students with the opportunity to perform in smaller ensembles such as trios, quartets and quintets without a conductor. Students in this course will learn the special qualities of playing in smaller ensembles as well as performance practice for different stylistic periods.

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## **IMS CHAMBER ORCHESTRA**

**Prerequisite:** All 9-12 grade string students by audition

**H.S. | C.S.U. (f) | U.C. (f)**

This is an ensemble class for grades 7-12 that performs orchestral repertoire for strings, winds and percussion. The ensemble is designed as an intermediate level group performing repertoire appropriate to their level. Members of this ensemble perform in a variety of styles from Baroque to Contemporary including film music. Aside from learning a variety of repertoire, students learn proper rehearsal technique and deportment leading to performance.

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## **IMS VIOLIN MASTERCLASS**

**Prerequisite:** All 9-12 grade violin students

**H.S.**

In each class, students receive advice on specific topics related to violin performance through study, performance and discussion. Standard orchestra, solo, concerto and chamber repertoire will be explored. Students will be better equipped to excel at their instrument in the performing ensembles at OCSA and develop a deeper understanding of the idiosyncrasies of their instrument.

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## **IMS VIOLA MASTERCLASS**

**Prerequisite:** All 9-12 grade viola students

**H.S.**

In each class, students receive advice on specific topics related to viola performance through study, performance and discussion. Standard orchestra, solo, concerto and chamber repertoire will be explored. Students will be better equipped to excel at their instrument in the performing ensembles at OCSA and develop a deeper understanding of the idiosyncrasies of their instrument.

## IMS CELLO MASTERCLASS

**Prerequisite: All 9-12 grade cello students**  
**H.S.**

In each class, students receive advice on specific topics related to cello performance through study, performance and discussion. Performance of works written for cello ensemble will be studied. Standard orchestra, solo, concerto and chamber repertoire will be explored. Students will be better equipped to excel at their instrument in the performing ensembles at OCSA and develop a deeper understanding of the idiosyncrasies of their instrument.

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## IMS BASS MASTERCLASS

**Prerequisite: All 9-12 grade bass students**  
**H.S.**

In each class, students receive advice on specific topics related to double bass performance through study, performance and discussion. Performance of works written for harp ensemble will be studied. Standard orchestra, solo, concerto and chamber repertoire will be explored. Students will be better equipped to excel at their instrument in the performing ensembles at OCSA and develop a deeper understanding of the idiosyncrasies of their instrument.

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## IMS HARP MASTERCLASS

**Prerequisite: All 9-12 grade harp students**  
**H.S.**

In each class, students receive advice on specific topics related to harp performance through study, performance and discussion. Performance of works written for harp ensemble will be studied. Standard orchestra, solo, concerto and chamber repertoire will be explored. Students will be better equipped to excel at their instrument in the performing ensembles at OCSA and develop a deeper understanding of the idiosyncrasies of their instrument.

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## IMS STRING LITERATURE

**Prerequisite: All 9-10 grade string students**  
**H.S.**

A comprehensive survey of music written for string instruments throughout history. From this lecture class, students are exposed to vast history, evolution and repertoire for string instruments. Written and listening assignments will be provided to enhance learning.

## **IMS CHAMBER MUSIC II**

**Prerequisite:** Chamber Music I or audition

**H.S. | C.S.U. (f) | U.C. (f)**

This course provides students with the opportunity to perform in smaller ensembles such as trios, quartets and quintets without a conductor. Students in this course will learn the special qualities of playing in smaller ensembles as well as performance practice for different stylistic periods.

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## **IMS SYMPHONY ORCHESTRA**

**Prerequisite:** All 9-12 grade string students by audition

**H.S. | C.S.U. (f) | U.C. (f)**

This is an ensemble class for grades 7-12 that performs advanced orchestral repertoire for strings, winds and percussion. The ensemble is designed as performing repertoire that can be heard in colleges and professional orchestras. Members of this ensemble perform in a variety of styles from Baroque to Contemporary. Aside from learning a variety of repertoire, students learn proper rehearsal technique and deportment leading to performance.

The Symphony Orchestra performs special events for OCSA and does touring.

# *School of Music*



**FREDERICK FENNELL**  
**WIND STUDIES**  
— **PROGRAM** —  
**INSTRUMENTAL MUSIC**  
**CONSERVATORY**



## CURRICULUM OVERVIEW

The Frederick Fennell Wind Studies Program is a comprehensive instrumental music program designed for students in grades 7-12. The program offers high-level, quality education to dedicated instrumental music students interested in pursuing advanced studies of wind and percussion instruments.

## LEARNING OUTCOMES

Upon completion of the Wind Studies Program curriculum pathway, students will be able interpret a wide variety of music from different eras in different large and small ensemble formats. Additionally, students will have mastered many elements of music performance including but not limited to sight reading, phrasing, articulation, and intonation.

## CURRICULUM PATHWAY

- CTE INDUSTRY SECTOR: Arts, Media, and Entertainment
- CTE PATHWAY: Performing Arts

| Curriculum Pathway Course Titles |                                 |
|----------------------------------|---------------------------------|
| Introductory:                    | SYMPHONIC BAND                  |
|                                  | CHAMBER MUSIC                   |
|                                  | INSTRUMENT MASTERCLASS          |
| Capstone:                        | FREDERICK FENNELL WIND ENSEMBLE |

## COURSE DESCRIPTIONS

### SYMPHONIC BAND

**Prerequisite:** Audition

**M.S. | H.S. | C.S.U. (f) | U.C. (f)**

The Symphonic Band holds a prominent position within the Frederick Fennell Wind Studies program as one of the primary performance ensembles. It provides students with valuable performance opportunities and hands-on experience in both classical and contemporary wind band literature. Through dedicated rehearsals and individual ensemble preparation, students enhance their technical skills and artistic expression. The Symphonic Band actively participates in four on-campus concerts, in addition to taking part in local and regional festivals.

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### CHAMBER MUSIC

**Prerequisite:** NONE

**M.S. | H.S.**

In this performance class, students are assigned chamber music ensembles based on skill level and necessity. The ensembles may be duos, trios, traditional woodwind quintets or choirs/ensembles. The students will develop their ability to self-rehearse and prepare a concert with intermittent faculty guidance. Students are afforded the opportunity to assess and critique their own ensembles and make the majority of the musical and artistic decisions.

This course is designed to suit the needs of the younger high school aged students at OCSA. In this course, students will begin to explore harmony and function through a development of their theoretical knowledge of music. Beyond the standard scales and key signatures, students will begin to learn about chords and their function within a given key signature. Students will also develop their listening ability to recognize these elements in their performance ensembles.

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### INSTRUMENT MASTERCLASS

**Prerequisite:** None

**M.S. | H.S.**

This instrument-specific course is designed to provide students foundational knowledge of their instrument through sound production and technical skills. Students will learn major, minor, chromatic and other scales that are relevant to their field of study. Students will learn important historical repertoire native to their respective instrument in addition to music to be performed in their various ensembles. Each semester will culminate with a jury panel to provide feedback for each student's musical progress.

## FREDERICK FENNEL WIND ENSEMBLE

**Prerequisite: Audition**

**M.S. | H.S. | C.S.U. (f) | U.C. (f)**

The Frederick Fennell Wind Ensemble is the premier performing ensemble of the Wind Studies Program. Students perform a wide variety of challenging repertoire from the wind band canon and premiere new works on campus. Additionally, students participate in local, regional, and national festivals, and work with guest artist conductors and soloists.

*School of Fine & Media Arts*

**INTEGRATED  
— ARTS —  
CONSERVATORY**

### CURRICULUM OVERVIEW

The Integrated Arts Conservatory offers a diverse and challenging high-caliber program. Talented faculty members teach the student artists a wide range of subjects from a variety of arts disciplines. This program is open to students in grades 7 through 12 and is designed to provide aspiring artists with an opportunity to explore and actively participate in a multitude of arts classes in a stimulating, creative, and nurturing environment. Each student is exposed to a broad spectrum of the arts, including visual arts, creative writing, musical theatre, vocal performance, acting, dance, production and design, graphic arts, film and television, and more.

### LEARNING OUTCOMES

Upon completion of the Integrated Arts Conservatory curriculum pathway, students will be able to:

- Meaningfully collaborate with other artists and people
- Utilize different forms of self-expression
- Work, perform, create and interact with confidence
- Embrace empathy and utilize empathy toward others
- Offer a well-rounded, diverse and versatile set of artistic skills
- Use effective communication while working with others
- Think on their feet and problem solve effectively
- Provide good feedback to colleagues and utilize feedback for self-improvement
- The ability to pursue multiple career/employment opportunities
- Understand how to conduct themselves professionally
- Successfully self-advocate for themselves
- Take risks confidently
- Possess exceptional leadership skills
- Understand and implement self-care
- Understand the requirements for success in multiple artistic industries
- Participate meaningfully in creative workshops
- Collaborate with other artists

### CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts Media and Entertainment**
- **CTE PATHWAY: Performing Arts**

| Curriculum Pathway Course Titles |                                      |
|----------------------------------|--------------------------------------|
| Introductory:                    | ACTING/VOICE 1A                      |
|                                  | INTRO TO DANCE                       |
|                                  | INTRO TO CREATIVE WRITING            |
|                                  | INTRO TO FILM HISTORY AND PRODUCTION |
|                                  | INTRO TO PRODUCTION AND DESIGN       |
|                                  | INTRO TO VISUAL ART                  |
|                                  | INTRO TO MUSICAL THEATRE             |
|                                  | POP CULTURE ART HISTORY              |

|               |                                |
|---------------|--------------------------------|
| Concentrator: | 3D ART                         |
|               | ACTING 1B                      |
|               | ACTING 1C                      |
|               | ACTING FOR THE CAMERA          |
|               | ACTIVE SOCIAL MEDIA/MARKETING  |
|               | ART/COLOR THEORY               |
|               | CREATIVE WRITING GENRES        |
|               | CREATIVE WRITING PAGE TO STAGE |
|               | DESIGN & DIRECTING             |
|               | FASHION/COSTUME DESIGN         |
|               | FILM AESTHETICS                |
|               | IMPROV                         |
|               | MUSICIANSHIP FOR PERFORMERS    |
|               | MUSICAL THEATRE                |
|               | MUSICAL THEATRE DANCE/TAP      |
|               | PHOTO REALISM                  |
|               | SCREENWRITING                  |
|               | VIDEO PRODUCTION               |

|           |                                |
|-----------|--------------------------------|
| Capstone: | ADV. ACTING/SKETCH COMEDY      |
|           | ADV. CREATIVE WRITING          |
|           | ADV. ILLUSTRATION              |
|           | ADV. IMPROV                    |
|           | ADV. FILMMAKING                |
|           | ADV. CONTEMPORARY VOCAL STYLES |

| Electives                       |
|---------------------------------|
| A CAPPELLA ENSEMBLE             |
| ACTING FOR THE CAMERA           |
| BROADCAST MEDIA                 |
| CHOREOGRAPHY COMPOSITION        |
| CREATIVE EVENT MANAGEMENT       |
| DIGITAL PHOTOGRAPHY             |
| FILM GENRES                     |
| GRAPHIC DESIGN                  |
| HIP HOP                         |
| MIXED MEDIA                     |
| MIXED MEDIA STORYTELLING        |
| MUSICAL THEATRE DANCE TECHNIQUE |
| PLAYS AND PLAYWRIGHTS           |
| LOGOS LETTERING AND BRANDING    |
| SCREENWRITING                   |
| SHAKESPEARE                     |
| STAGE COMBAT                    |
| SONGWRITING                     |
| WELL-BEING FOR THE ARTIST       |
| IMMERSIVE STORYTELLING          |
| SKETCH COMEDY                   |

## COURSE DESCRIPTIONS

### INTRO TO ACTING/VOICE 1A

**Prerequisite:** None

**M.S.**

This course is taught in two segments starting with acting then leading into voice. Beginning Acting is an introduction to exercises and techniques to begin an actor's "process". The class will focus on intellectual, physical and creative ways of creating a character, in addition to the subtext of a scene/dialogue. Students will work with others on scene work and other classroom activities. Assigned scenes and monologues will be used to learn the basics of scoring and analysis of a script. Scenes and monologues presented in class allow students to apply the "tools" learned in class, as well as gain performance experience. Beginning Voice will explore the voice as an instrument, learning the anatomy and mechanics of healthy singing. Students will sing as a group and alone, while learning the basics of musicianship. Auditioning protocols will also be learned and practiced in class.

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### INTRO TO CREATIVE WRITING

**Prerequisite:** None

**M.S.**

In this introductory course, students will learn to identify, emulate, and effectively use creative writing techniques within their work. The techniques include description, character, point of view, storytelling, and revision.

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### INTRO TO DANCE

**Prerequisite:** None

**M.S.**

This course is designed to teach students how to appreciate and understand basic dance technique. This will allow them to develop knowledge and skills which they can apply to an informal performance setting. Students who complete this course will obtain a basic understanding of these four core dance styles: ballet, tap, jazz, and social dance.

## INTRO TO VISUAL ART

**Prerequisite:** None

**M.S.**

This class touches upon the foundations of drawing, painting, and design. Objectives are to expose the beginning artist to the usage of materials such as graphite pencils, pens, color markers and pencils, watercolors, and acrylics, as well as fundamental illustration styles and techniques, and solid design concepts. The assignments increase in difficulty and are meant to build upon the knowledge and mastery of each project. The instruction will integrate subjects and concepts that relate to both art business (fine art, commercial and marketing, licensing, etc.), and the production and design side of the entertainment industry (marketing logos and fine art images, scenic design, costumes, etc.).

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## INTRO TO PRODUCTION & DESIGN

**Prerequisite:** None

**M.S.**

This course is designed to be an introduction to all areas of production and design for the Theatre. The purpose of this course is to provide a sampling of a range of production and design areas so that the student has a working knowledge of what it takes to produce theatrical events. Our goal is to foster a respect for and an interest in the numerous “behind the scenes” disciplines presented in this course through demonstrations, “Hands On” projects and Discussions.

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## 3D ART

**Prerequisite:** None

**H.S. | C.S.U. (g) | U.C. (g)**

Students will learn how to create original, three-dimensional works of art that originate from their own perception, experience and exposure to different materials, cultures, artists and time periods. Students will explore the Principles of Design as they relate visually and physically to a three-dimensional object, learn basic 3-D design and building techniques and apply them to projects, explore traditional and expressive media and materials within project guidelines, and analyze and critique their own and other student's works of art to increase awareness of their artistic values.

## ACTING 1B

**Prerequisite:** Intro to Voice/Acting

In this acting class, students will learn how to: engage confidently in improvisational activities, embracing spontaneity and teamwork, demonstrate the art of Acting through learning about the “7 Pillars of Acting”, collaborate effectively with peers to create compelling performances, apply critical thinking to analyze comedic techniques and styles, and embrace a positive and professional attitude in both individual and group settings. No prior experience in drama or performance is required; all that's needed is an open mind and a willingness to explore. Get ready to step into the spotlight and unlock your potential as a versatile performer.

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## FILM HISTORY & PRODUCTION

**Prerequisite:** None

**M.S.**

Students learn about film, literature, photography, drama, theatre, dance, and music all rolled into one powerful tool. To truly understand film, one must know its past. Students will learn how film, technology, and its impact on our world came to be through film history. They will then develop their own produced film(s), and voice their artistic expression through this bold and influential medium.

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## INTRO TO MUSICAL THEATRE

**Prerequisite:** None

**M.S.**

This course is designed to teach students how to appreciate and understand the basic technique and function of acting, singing, and dance within the specific category. This will allow them to develop an educated wealth of knowledge which they can apply to an informal performance setting. Students who complete this course will obtain a basic understanding of musical theatre, dance, choreography, composition work, vocal care, and facial/body expression/movement.

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## POP CULTURE/ART HISTORY

**Prerequisite:** None

**M.S.**

This course will engage in a discussion of art history and popular culture. Students will critically examine the role of art history as it relates to contemporary art narratives. How do cultural references influence today's contemporary ideologies, pop culture?

## ART/COLOR THEORY

**Prerequisite:** Intro to Visual Art  
**H.S.**

In this course, the elements of art and principles of design will be explored through exercises in drawing, painting and collage. We will apply a variety of materials while practicing art techniques. Students are expected to show personal expression by exploring the creative process through projects and make connections through visual arts. Students will employ a variety of media including graphite, color pencil, pen, paint, markers, ink, and etc.

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## CREATIVE WRITING: PAGE TO STAGE

**Prerequisite:** Intro to Creative Writing  
**H.S.**

Students will learn the value and format of the art form that is a PLAY. Essentially, Shakespeare's famous words "the play's the thing" will guide our journey. By engaging in daily creative writing warm-ups that spawn dialogue, analyzing contemporary pieces of drama, and getting words to fly from the page to the stage hearing the cadences, flow, and nuances of GOOD storytelling, students will finish the semester with a polished piece, ready to be staged in workshop form.

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## MUSICAL THEATRE

**Prerequisite:** Intro to Musical Theatre  
**H.S.**

In this semester-long course, students will continue to explore and build upon the fundamentals of musical theatre, including acting, singing and dancing. This course will teach character development, audition and performance preparation as well as a musical theatre history overview. Students will develop skills in song and scene preparation and performance, scene study, and ensemble performance, culminating in a final musical performance number.

## MUSICAL THEATRE DANCE/TAP

**Prerequisite:** None

**H.S.**

This course is designed to give the Musical Theatre performer the essential training in various dance techniques, an understanding of the structure behind stage choreography, and an insight into the necessary showmanship and performance of that choreography. Students will explore various dance styles through technical training and explore their historical context and artistic impact on the musical theatre genre. Throughout the semester students will engage in comprehensive technique and training practices, movement analysis and anatomical study, as well as prepare performance pieces in two forms of musical theatre dance and techniques of developing choreography.

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## VIDEO PRODUCTION

**Prerequisite:** None

**H.S.**

In this course, students will learn how to create short films, from concept to final edit. Through practical projects, filmic examples, and in class discussions, they will uncover the many elements of visual storytelling.

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## BROADCAST MEDIA

**Prerequisite:** Video Production

**H.S.**

Introduction to Broadcast Media is a course that will focus on the fundamentals of broadcast news, reporting, writing, shooting and editing. Students will learn the fundamentals of news writing, components of a news story, how to execute a live shot, comprehend video shooting and editing and develop people skills and presentation skills. Students will continue their skills sets with access to video equipment and editing software to shoot and edit their live interviews and stories.

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## MUSICIANSHIP FOR PERFORMERS

**Prerequisite:** None

**H.S.**

This class is specifically designed for students in the Integrated Arts. It provides a practical and theoretical foundation which is then developed in subsequent courses. The class focuses on basic music theory. Students will improve on basic theory knowledge, sight reading, ear training, dictation, and transposition. By the end of the semester, students will be able to transpose basic chords, and develop the aural skills to move onto subsequent classes.

## PHOTO REALISM

**Prerequisite:** 3D Art

**H.S.**

In this course students will learn and master the use of a grid to draw accurate, photographic images. They will learn the history of photorealism and the work of several key artists of this movement. Students will explore the use of various drawing media including traditional and tinted paper, kneaded and plastic erasers, chamois, charcoal, graphite, eraser guards and colored pencil. Students will improve their observational skills and ability to draw representationally. They will be able to use proportion, visual measuring and negative space to produce realistic imagery.

---

## FILM AESTHETICS

**Prerequisite:** Video Production

**H.S. | C.S.U. (g) | U.C. (f)**

This course concentrates on aesthetic designs and narrative structures that comprise the film image in movies. We will examine and discuss a variety of visual elements and film techniques and consider the subject matter in relation to a film's overall theme, vision, and personal style. We will also learn how to analyze and determine film genres and study the visual elements and symbolic representations within these genres.

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## ACTIVE SOCIAL MEDIA/MARKETING

**Prerequisite:** None

**H.S.**

Today, social media is an incredibly powerful realm to be in, especially as (most) users and (some) creators. In this class, students will take a deep dive into the world of social media and how they can utilize it to positively affect not just them being behind the screen but those beyond the screen. They will be educated on terminology, industry knowledge, and the breakdown of different types of influencers, content mediums, and platforms.

---

## DIRECTING & DESIGN

**Prerequisite:** Intro to Production & Design

**H.S.**

Principles and techniques of play direction – to include script selection, directorial analysis, casting, themes, motifs, composition/picturization, blocking, tempo, and rehearsal planning. Introduction to theatrical design elements of set, props, costumes, lighting, and sound.

## ACTING 1C (IMPROVISATION)

**Prerequisite:** Acting 1B

**H.S.**

By the end of this course, you will be able to: engage confidently in improvisational activities, embracing spontaneity and teamwork, demonstrate the art of clowning through exaggerated expressions and physical comedy, craft and perform stand-up comedy routines with effective timing and delivery, collaborate effectively with peers to create compelling performances, apply critical thinking to analyze comedic techniques and styles, and embrace a positive and professional attitude in both individual and group settings. No prior experience in drama or performance is required; all that's needed is an open mind and a willingness to explore. Get ready to step into the spotlight, share laughs, and unlock your potential as a versatile performer.

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## CREATIVE WRITING: GENRES

**Prerequisite:** Creative Writing: Page to Stage

**H.S. C.S.U. (g) | U.C. (f)**

This mid-level creative writing class will cover the genres of Creative Nonfiction, Love/Romance, Science Fiction/Fantasy, and maybe a bit of Mystery/Suspense/Horror depending on time and interest. For some assignments all students will take the same approach—for example flash fiction or the narrative method—but for other assignments you will be welcome to incorporate your favored art form into your assignments and experiment with alternative approaches. Students will incorporate discussion and awareness of voice, audience, and possible venues to submit work. For each genre students will read examples, and complete brainstorming, drafts, and peer reviews, while editing along the way.

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## A CAPPELLA ENSEMBLE

**Prerequisite:** None

**H.S. | C.S.U. (g) | U.C. (f)**

This class is specifically designed for students in the Integrated Arts. It teaches basic harmonies, and learning recording techniques and collaborating in a large group setting. The class focuses on singing together in an a cappella setting. By the end of the semester, students will learn the basics of harmonizing, recording techniques, collaboration with classmates, and have a better understanding of music fundamentals.

## DIGITAL PHOTOGRAPHY

**Prerequisite:** None

**H.S. | C.S.U. (g) | U.C. (f)**

Upon successful completion of Basic Digital Photography, the student will have an understanding of the fundamentals of visual communication and critical aesthetic values in photography. The student will be able to demonstrate the ability to operate the manual controls of a DSLR camera and execute a variety of basic post-processing techniques, as well as create and evaluate photographic images and recognize critical aesthetic values in photography.

---

## ADVANCED CREATIVE WRITING

**Prerequisite:** Page to Stage/Genres

**H.S.**

This course is designed to study vastly different forms of writing with a special emphasis on experimental and hybrid genres as well as writing that integrates multiple art forms, including flash fiction, prose poetry, songwriting, graphic novels, textual art, etc. Students will read and discuss these genres for the author's intent and audience reaction, and try their hand at each, engaging with one another through the workshop setting in order to develop and improve each piece of their writing through thoughtful, critical feedback.

---

## ADVANCED ILLUSTRATION

**Prerequisite:** Intro to Visual Art/Art and Color Theory

**H.S.**

This class dives into the field of traditional fine art and illustration. Objectives are to learn techniques in the disciplines of drawing, painting, and design, as well as conceptualize and problem-solve using the mediums of graphite pencil, pen and ink, acrylics and watercolors, and (possibly) airbrush. This is a special studies program geared towards college-level expectations.

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## GRAPHIC DESIGN

**Prerequisite:** None

**H.S.**

Students will learn about design software and how to use it. Graphic design is not just about making good-looking digital or print art. Practicing design and learning the language of it will broaden their perception of the world around them and reveal the art that is surrounding them at all times, often in places and things they wouldn't previously take notice of.

## MIXED MEDIA

**Prerequisite:** Intro to Visual Art/Art and Color Theory

**H.S. | C.S.U. (g) | U.C. (g)**

This course will explore the intersections and collisions between various media in the creation of artwork in a variety of disciplines: drawing, collage, text and paint. Students will build a portfolio of artwork that will showcase their talent through the development of personal style and voice through a variety of visual concepts, methods and techniques.

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## ADVANCED MUSICAL THEATRE/CONTEMPORARY VOCAL STYLES

**Prerequisite:** Musical Theatre

**H.S.**

Students take the foundations of musical theatre; acting, voice, and movement and learn how to apply them to knowledge already gained. For some this will be taking performances to another level, for others this may be getting comfortable with performing in front of peers.

---

## SONGWRITING

**Prerequisite:** Musicianship for Performers

**H.S.**

Students will be exploring the realm of songwriting. They will explore song structure, musical terminology and industry standards. Students will apply learned skills in a final project.

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## SCREENWRITING

**Prerequisite:** Video Production/Film Aesthetics

**H.S. | C.S.U. (g) | U.C. (g)**

Students will learn the basics of screenwriting through individual and in-class projects, class discussions, and film screenings. Goals for this course include: to create an understanding of where stories come from and what elements are necessary within an effective screenplay, improve screenwriting skills, and create a short screenplay that is ready for production.

## ADVANCED IMPROV

**Prerequisite:** Acting 1B/Acting 1C

**H.S. | C.S.U. (g) | U.C. (g)**

Students participate in improvised scenes and theatre games and exercises that focus on acting, characterization, creativity and spontaneity. Students discover and create characters based on attitude, emotions, physicality and wants. Building upon the foundational skills they have already developed, students are challenged with advanced improvisation exercises and scene development and create improvisational scenes with emphasis on strong character choices that allow them to explore different routes to creating unique and dimensional characters. Students are taught to work effectively as an ensemble member in a fun, supportive and rewarding environment. Students will learn long form improv techniques, and engage in long form performances.

---

## SHAKESPEARE

**Prerequisite:** Act 1B/Act 1C

**H.S.**

We will be exploring multiple plays written by William Shakespeare, by discussing their stories, characters, and themes. We will not be reading the plays in their entirety – but will engage in exercises and discussions to understand the plays' meanings.

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## MT DANCE TECHNIQUE

**Prerequisite:** MT Dance/Tap

**H.S.**

Students in this course will build upon their foundational technique to better execute Intermediate/Advanced Musical Theatre choreography. Classes will consist of a warm up including conditioning and stretching exercises followed by progressions across the floor that will focus on battements, turns and leaps. Technical skills will be assessed and applied artistically in Musical Theatre choreography. Through consistent training students will gain confidence in their technical abilities, develop better quality of movement and become more dynamic in their performances.

---

## WELL-BEING FOR THE ARTIST

**Prerequisite:** None

**H.S.**

This class will explore different techniques to combat stress and fatigue while maintaining a strong healthy body and mindset. Styles of yoga asana will vary between a Vinyasa Flow (all poses are connected), Restorative/Yin (very relaxing) and Yoga Nidra (guided meditation). We will incorporate different breathing techniques and self-care methods including visioning and mindset practices.

## SKETCH COMEDY

**Prerequisite:** Act 1C

**H.S.**

This course is a writing & performance based intensive. Students will draw upon the fundamentals from Improv, Creative Writing, and Acting to write and perform sketches. This class will use in-class exercises, and group projects to further develop the writer/performer's technique.

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## PLAYS & PLAYWRIGHTS

**Prerequisite:** Act 1C

This course will engage in a discussion of plays and playwrights. Detailed study of the development of all phases of theatre from its origins to modern contemporary theatre. Includes study of theatre conventions, plays, and major dramatic movements. By the end of this course, the student will be able to: Demonstrate understanding of theatrical forms and styles of plays across cultures and centuries. Apply theories and terminology to discussions on theatre. Develop skills necessary to think and write critically and clearly about theatre practices, plays & playwrights.

---

## CREATIVE EVENT MANAGEMENT

**Prerequisite:** None

**H.S.**

Creative Event Management covers a wide range of event types, including school and corporate events, festivals, and more. By exploring the practical aspects of event planning and mastering the art of event design, students will develop a solid foundation for organizing and executing successful events. Learn to plan, collaborate, execute, and manage a professional event, from idea generation to successful completion.

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## STAGE COMBAT

**Prerequisite:** None

**H.S.**

This course teaches students to create illusionary combat for stage and film. Students will use unarmed techniques of illusionary fighting. Students will create dialogue in which a scene can be choreographed into a staged fight. Students will learn and critique the effectiveness of safety measures required for staged violence.

## CHOREOGRAPHY AND COLLABORATION

**Prerequisite:** MT Dance/Tap

**H.S.**

This course allows students to develop choreographic skills and explore artistry through class activities, collaborative exercises and practical application of choreographic elements and processes. Class Activities will allow students to develop their artistic style and quality of movement. Students will work both independently and collaboratively in groups to produce original choreography projects covering multiple genres and themes.

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## ADV FILMMAKING

**Prerequisite:** Film Aesthetics/Video Production

**H.S.**

Advanced Filmmaking aims to teach students higher level film production techniques that build on their prior knowledge, culminating in students creating a final project that speaks to their artistic strengths and interests. Ultimately the goal is for students to create something they are proud of, but also something they may use as part of a reel for later work as filmmakers, while also reinforcing principles of professionalism and artistic integrity in the art of film.

---

## IMMERSIVE STORYTELLING

**Prerequisite:** None

**H.S.**

Immersive Storytelling is a class dedicated to a student-led research project where they can choose their interest from a selection of immersive media, and present their findings to the class. Some examples would be House of Leaves, Omegamart, Bandersnatch, War of the Worlds, or more broad topics such as Haunted Houses, Concept Albums, Mockumentaries, Amusement Parks, Renn. Faires, Immersive Theatre, and Museums. This course will use discussion to explore the immersive entertainment industry, how it has evolved and the many forms it comes in. Students will learn to push boundaries and use open-minded strategies to tell their stories and engage an audience.

# *School of Theatre*

HAL STRUCK  
**MUSICAL  
THEATRE  
CONSERVATORY**

## CURRICULUM OVERVIEW

The Hal Struck Musical Theatre Conservatory offers a rigorous and comprehensive course of study for serious musical theatre students in grades 7 through 12, who aspire to make an impact through storytelling and performance. Students are exposed to classes in a variety of styles, including acting technique, vocal technique, vocal performance, audition technique, musical theatre history, keyboard, music theory, new work composition, stage movement, and others. Each year, the conservatory offers a number of unique and exciting performance opportunities, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time in the program. Hal Struck Musical Theatre Conservatory students are provided with one-of-a-kind opportunities to meet, work with, and learn from renowned guest artists and alumni, university faculty, and industry leaders.

## LEARNING OUTCOMES

Upon completion of the Hal Struck Musical Theatre Conservatory curriculum pathway, students will have:

- Understanding of preparation required for a professional audition
- Understanding of preparation required and an industry dance call
- Prepared for a Collegiate Musical Theatre track
- Development of a personal process as a performer
- Understand and apply professional work ethic and self-advocate
- Collaborate artistically with others
- Understanding of the elements required to create original work
- Ability to speak in front of others
- Facility with modern and heightened texts
- A reliable work ethic that will set them apart from their peers

## CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media and Entertainment**
- **CTE PATHWAY: Performing Arts**

| Curriculum Pathway Course Titles |                      |
|----------------------------------|----------------------|
| Introductory:                    | MT ENSEMBLE          |
|                                  | MT RECITAL           |
|                                  | MT OVERVIEW          |
|                                  | INTRO TO PRODUCTION* |

|  |                      |
|--|----------------------|
|  | MT ACTING PRINCIPLES |
|  | MT REHEARSAL         |
|  | MT INTRO TO THEORY   |
|  | MT VOCAL FOUNDATIONS |

|                      |                      |
|----------------------|----------------------|
| <b>Concentrator:</b> | ACTING TECHNIQUE I   |
|                      | ACTING TECHNIQUE II  |
|                      | ACTING TECHNIQUE III |
|                      | VOCAL TECH/REP I     |
|                      | VOCAL TECH/REP II    |
|                      | VOCAL TECH/REP III   |
|                      | MUSIC THEORY         |
|                      | DRAMATIC COMPOSITION |
|                      | MT KEYBOARD          |
|                      | MT AUDITION          |
|                      | MT HISTORY           |

|                  |                                    |
|------------------|------------------------------------|
| <b>Capstone:</b> | MT CAPSTONE (Production and Voice) |
|------------------|------------------------------------|

| Electives                 |  |
|---------------------------|--|
| BUSINESS OF THE BIZ       |  |
| CONTEMPORARY VOCAL STYLES |  |
| WELLNESS FOR THE ARTIST   |  |
| DANCE TECHNIQUE           |  |
| ACTING FOR CAMERA         |  |
| SONGWRITING               |  |
| DIRECTING PRACTICUM       |  |
| SHAKESPEARE               |  |
| MODERN PLAY SEMINAR       |  |
| IMPROV                    |  |

## COURSE DESCRIPTIONS

### MT ENSEMBLE

**Prerequisite:** None

**M.S. | Grade 7/8 | Semester long course**

This course will focus on building an ensemble. Theatre exercises and social group dynamic work will be explored to help students learn what it means to be a part of a group of creators. How to have appropriate discussions about art, how to move forward when there is an impasse, and how to build with one another rather than in opposition to one another. An open mind, a positive attitude, and a willingness to participate are required for this course.

---

### MT OVERVIEW

**Prerequisite:** None

**M.S. | Grade 7/8 | Semester long course**

This class will focus on the basic terminology, history, influential people, and roles found in musical theatre. We are coming together in this space to share our knowledge of musical theatre and to grow it together. Most of the class will contain projects and collaboration to build our community as a group as well as what we know about musical theatre as you all start your OCSA journey here in the MT Conservatory.

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### MT REHEARSAL

**Prerequisite:** None

**M.S. | Grade 7/8 | Semester long course**

This is a fun, active, engaging, get on your feet kind of class that focuses on building musical theatre skills, terminology, and common practices. We will advance these skills through creative and joy inducing vocal exercises, improvisations, and dance techniques. As we build these musical theatre skills, we will also be building bonds with our classmates and making gains in self confidence, work ethic, and personal responsibility. The focus will be first on working and performing as an ensemble, and then we will move forward with skills to prepare for more featured and solo opportunities as you progress through your conservatory classes. This course is also rehearsal and performance based as we prepare and learn production numbers for our middle school performance that takes place in Symphony Hall at the end of the year.

## **INTRO TO PRODUCTION\***

**Prerequisite: None**

**M.S. | Grade 7/8 | Semester long course**

This course is designed to be an introduction to all areas of production and design for the Theatre. The purpose of this course is to provide a sampling of a range of production and design areas so that the student has a working knowledge of what it takes to produce theatrical events. Our goal is to foster a respect for and an interest in the numerous “behind the scenes” disciplines presented in this course through demonstrations, “Hands On” projects and discussions. The expectation is that students effectively use all the tools they have learned at the beginning of the semester and implement them into their final project.

---

## **MT ACTING PRINCIPLES**

**Prerequisite: None**

**M.S. | Grade 7/8 | Semester long course**

During this class we will begin to explore the world of acting through guided exercises, breath work, games, partner activities, and fundamental skill development. This class is foundational to the work the MT conservatory has for students in the future. Students should understand basic acting class protocol, expectations for preparation, and general parameters for arts instruction by the end of this course.

---

## **MT INTRO TO MUSIC THEORY**

**Prerequisite: None**

**M.S. | Grade 7/8 | Semester long course**

Instructs musical theatre students in the fundamental skills necessary for creating musical theatre competency including, but not limited to: finding their pitch, ear training, basic keyboard skills, sight singing, rhythm, and musical terms and notation.

---

## **MT RECITAL**

**Prerequisite: None**

**M.S. | 7/8 | Semester long course**

The Musical Theatre rehearsal course equips students with the resources needed to be a successful Musical Theatre performer and solidifies transferable skills essential to any profession. This course will cover the fundamental skills necessary for creating musical theatre competency including, but not limited to: learning choreography, learning music, learning dialogue and blocking. It culminates in an end of semester performance.

## MT VOCAL FOUNDATIONS

**Prerequisite: None**

**M.S. | Grade 7/8 | Semester long course**

This course will focus on group singing. The students will explore the voice and learn the mechanics of how to sing together as a group. Song repertoire and performance opportunities are at the discretion of the instructor, but the goal is to get all students comfortable singing together and relaxing into their own voices as naturally as possible.

---

## MT ACTING TECHNIQUE I

**Prerequisite: None**

**H.S. | Grade 9 | Year long course**

This is an activity and participation class. Through individual and group activities, this class will explore fundamental acting techniques for various styles of theatrical productions. The focus will be on ensemble building and the social mechanics of how to storytell with a group mindset as opposed to an individual focus.

---

## MT VOCAL TECHNIQUE I

**Prerequisite: None**

**H.S. | Grade 9 | Year long course**

Instructs musical theatre students in the fundamental skills necessary for achieving proper physical technique when using the voice; the range of competency including, but not limited to: how to properly learn a song, pitch accuracy, style accuracy, proper use of diaphragm, placement and jaw openness. Using the entire catalog of musical theatre repertoire, songs will be used as vocal exercises to achieve various aspects of proper technique.

---

## MT AUDITION TECHNIQUE

**Prerequisite: None**

**H.S. | Grade 9 | Semester long course**

This course will prepare students for auditions in the musical theatre industry. Students will learn how to choose appropriate material through research and analysis and the key elements in preparing for the audition and performance. Students will learn how to build their audition book or binder with appropriate format and criteria reflecting the trends and standards of the current industry. Students will learn appropriate audition etiquette expected of them to have successful a career in the industry which will include social media best practices of self promotion and how to keep a thorough journal documenting the auditions they go on, who they auditioned for, and how to effectively self evaluate what they learned in the audition room.

## MT HISTORY

**Prerequisite: None**

**H.S. | Grade 9 | Semester long course**

Instructs musical theatre students in the history of American Musical Theatre in the 20th Century. Looking at specific eras in Musical History, the students will learn the evolution of the theatre spaces, composers, productions and the subject content. Students will view specific videos of stage productions in class and discuss their significance to the history of musical theatre.

---

## SHAKESPEARE

**Prerequisite: None**

**H.S. | Grade 9 | Semester long course**

We will be exploring multiple plays written by William Shakespeare, by discussing their stories, characters, and themes. We will not be reading the plays in their entirety – but will engage in exercises and discussions to understand the plays' meanings.

---

## MT KEYBOARD

**Prerequisite: None**

**H.S. | Grade 9 | Semester long course**

Students will meet in a group setting twice a week in order to learn and reinforce various skills relating to keyboards and commercial music. Students will use these skills to perform music from traditional notation as well as number charts and chord charts. Students will learn some basic music theory and fundamentals of music, applying these to the keyboard in the form of scales, chords, and rhythmic devices. Students will be expected to execute combinations of harmony, melody, and bass lines, with appropriate hand independence.

---

## MT ACTING TECHNIQUE II

**Prerequisite: MT Acting Technique I**

**H.S. | Grade 10 | Year long course**

In this course, students will build on skills learned in Acting Technique I. With a base understanding of ensemble dynamics this course will introduce students to the stanislavsky and uta hagen acting methodologies through an exploration of the American canon of playwrights. In class material includes scenes from writers such as Tennessee Williams, Arthur Miller, Eugene O'Neill, August Wilson, etc. students will investigate gauging how to calibrate one's performance for the stage given the expectations of the realism tradition in theatre.

## **MT VOCAL TECHNIQUE II**

**Prerequisite:** MT Vocal Technique I

**H.S. | Grade 10 | Year long course**

Reviews the fundamental skills necessary for achieving proper physical technique when using the voice; then seeks to identify students' vocal "type." Songs are selected for students to attempt to broaden their repertoire and widen their exposure to different types of genres within the musical theatre catalog. This course also introduces the duet and trio model for MT.

---

## **MT DRAMATIC COMPOSITION**

**Prerequisite:** MT Acting I

**H.S. | 10 | Year long course**

Dramatic Composition will take students on both a practical and philosophical exploration of the craft of being and creating on stage. It will be a beginning look at the skills needed to think, talk about, and begin creating characters and situations. This will involve several aspects of the craft of acting and broaden the student's awareness of acting, directing, staging and storytelling. Class activities will include ensemble building, improvisation, movement, sound and speech as well as class readings, discussions, and in-class presentations of scenes created by the ensemble members. These presentations will require rehearsal outside of class time. An open mind, participation in class discussions and exercises, commitment to the process and cooperation with classmates is necessary for success in this class, as it is in performance.

---

## **MT MUSIC THEORY**

**Prerequisite:** MT Voice I

**H.S. | 10 | Year long course**

In Music Theory, students will implement higher-level musical language and grammar skills including musical notation, harmonic analysis, and part writing which will lead to a thorough understanding of music composition and music theory. Students will obtain and practice ear training skills and skills required for sight reading musical literature. They will recognize the development of music from an historical and cultural perspective and extend musical awareness beyond music currently familiar to the student.

---

## **MT ACTING TECHNIQUE III**

**Prerequisite:** MT Acting Technique II

**H.S. | Grade 11 | Year long course**

The course will focus on building from the curriculum taught in the prerequisite course. Students will investigate naturalism and subtext through the exploration of modern texts from Neil Simon and Sam Shepherd to Sarah Ruhl and Rajiv Joseph. The final project for this course will be monologue selection for college applications/audition repertoire.

## **MT VOICE III**

**Prerequisite: Musical Theatre Voice I & II**

**H.S. | Grade 11 | Year long course**

The course will focus on voice technique and building repertoire. The intention is to acquaint students with the works of major musical theatre composers of the 20th and 21st Centuries and continue to develop an understanding of various musical theatre vocal styles. Students will choose songs from a list of composers to perform in class on a weekly basis. Through song analysis, students will learn how to set strong objectives and tell compelling musical stories. Duets and trios are fully engaged within this course.

---

## **MT CAPSTONE VOICE & PRODUCTION**

**Prerequisite: MT Acting Technique III; MT Voice III**

**H.S. | Grade 12 | Year long course**

Capstone Class is divided into two blocks - Capstone Voice and Capstone Production. Capstone Voice works on refining technique and song selection for college prescreens and recital. Capstone Production begins with content creation and staging assignments then provides space for the class to build their end of the year showcase. From arranging music to blocking and choreographing their own closing number, it is a course that brings all the aspects of the OCSA MT experience together.



# *School of Music*

## POPULAR — MUSIC — CONSERVATORY

### CURRICULUM OVERVIEW

The Popular Music Conservatory offers a unique, immersive program that combines rigorous training with real-world, hands-on experience, preparing students for careers in today's dynamic music industry. This conservatory provides a fully integrated, professional approach to contemporary music study, one of the newest and most innovative models in music education. It is trailblazing in its combination of performance, composition, technology, and industry practices.

Students receive specialized instruction on their primary instrument—voice, guitar, bass, drums, or keys—while also exploring music theory (I–III), lead sheet composition, performance techniques, songwriting, and music technology/recording practices. This holistic approach develops technical proficiency, creativity, collaboration, and innovation, providing a well-rounded foundation for artistic growth.

With access to professional-level equipment and resources, students engage in practical, career-oriented experiences that reflect real-world industry demands. The Popular Music Conservatory's distinctive, hands-on curriculum ensures that graduates leave not only as skilled performers and creators but also as confident, industry-ready artists, equipped to lead and innovate in the evolving world of music.

Key themes include:

1. **Instrument Proficiency:** Students will receive focused training on their primary instruments, enhancing technical skills and musical expression.
2. **Music Theory and Composition:** A thorough grounding in music theory will empower students to understand complex musical structures and develop their own compositions.
3. **Performance and Collaboration:** Opportunities for ensemble work will cultivate teamwork and stage presence, preparing students for live performance scenarios.
4. **Songwriting and Arrangement:** Students will learn the intricacies of crafting original songs and arrangements that resonate with contemporary audiences.
5. **Music Technology:** These high school courses will introduce students to modern recording techniques and sound engineering principles, equipping them with essential studio skills.

In addition to classroom instruction, students will benefit from exposure to industry professionals through master classes, guest lectures, performances, presentations, and hands-on training sessions led by esteemed artists and university faculty. This interaction not only enriches the learning experience but also provides invaluable networking opportunities within the music community.

By providing a comprehensive education that emphasizes both creative expression and practical application, the Popular Music Conservatory empowers students to cultivate their unique artistic voices while equipping them with the necessary skill sets to thrive in an ever-evolving industry landscape.

LEARNING OUTCOMES

- Demonstrate advanced proficiency in their chosen primary instrument or vocal technique.
- Apply theoretical knowledge to analyze musical works and create original compositions.
- Exhibit effective performance skills both as soloists and as part of an ensemble.
- Develop a portfolio of original songs and arrangements suitable for various contexts.
- Utilize music technology tools for recording and production purposes.
- Navigate the professional landscape of the music industry with an understanding of record label operations and artist management.

CURRICULUM PATHWAY

- CTE INDUSTRY SECTOR: Arts, Media & Entertainment
- CTE PATHWAY: Performing Arts

| Curriculum Pathway Course Titles |                                   |
|----------------------------------|-----------------------------------|
| Introductory:                    | JR ENSEMBLE                       |
|                                  | JR VOICE                          |
|                                  | JR BASS                           |
|                                  | JR GUITAR                         |
|                                  | JR KEYS                           |
|                                  | JR DRUMS                          |
|                                  | JR SONGWRITING II & THEORY BASICS |
|                                  | JR SONGWRITING I                  |
|                                  | INTRO TO SONGWRITING              |
|                                  | STUDIO MUSICIANSHIP I             |
|                                  | POP PERFORMANCE                   |
|                                  | STUDIO LAB I                      |
|                                  | MUSIC FUNDAMENTALS                |
|                                  |                                   |
| Concentrator:                    | THEORY I/II/III                   |
|                                  | PRIMARY VOICE                     |

|  |                      |
|--|----------------------|
|  | PRIMARY KEYS         |
|  | PRIMARY BASS         |
|  | PRIMARY GUITAR       |
|  | PRIMARY DRUMS        |
|  | SONGWRITERS WORKSHOP |
|  | STUDIO LAB II        |
|  | ENSEMBLE             |

|                  |                        |
|------------------|------------------------|
| <b>Capstone:</b> | STUDIO MUSICIANSHIP II |
|                  | ARTIST TRACK           |
|                  | ADVANCED RECORDING     |

| Electives                               |  |
|-----------------------------------------|--|
| FILM AND GAME SCORING                   |  |
| MUSIC BUSINESS                          |  |
| PEAK STATE RECORDS: ARTIST DEVELOPMENT† |  |
| SENIOR DRUM LAB                         |  |

## COURSE DESCRIPTIONS

### JR ENSEMBLE

**Prerequisite:** N/A

**M.S. | Year-Long Course**

JR Ensemble is an exciting, hands-on rehearsal and performance course for all middle school students in the Popular Music Conservatory. Throughout the year, students will prepare for dynamic concerts, rehearsing their assigned repertoire as a full band and developing essential skills in a collaborative, performance-driven environment.

Students will practice aural transcription, refine their technique, and engage in ensemble performance, learning to communicate effectively, work independently, and thrive in a group setting. Along the way, they will explore influential musicians, iconic performers, and key styles that have shaped the world of popular music. By the end of the course, students will emerge confident, skilled, and ready to shine on stage!

## JR VOICE

**Prerequisite: N/A**

**M.S. | Year-Long Course**

In this class, students learn how to properly use their voices to the best of their abilities. Learning classical technique, they will be applying it to their own musical endeavors. Students will be master-classing each “assignment” in front of the class, so participation is key. They will also be learning proper audition etiquette and what to expect in the world as a professional singer.

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## JR BASS

**Prerequisite: N/A**

**M.S. | Year-Long Course**

In this course, students will encounter and master various topics of the electric bass. They will learn beginner, intermediate, and advanced level topics surrounding technique, musicianship, sight-reading, music appreciation, and more. Each class will consist of a review, lecture, and guided practice session that will ensure student success.

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## JR GUITAR

**Prerequisite: N/A**

**M.S. | Year-Long Course**

Junior Guitar is a primary instrument class created for middle school student guitarists. Students will learn proper guitar technique and practice their sight-reading skills through weekly exercises. Students will also learn how to play major and natural minor scales, chords, and perform iconic chord progressions and repertoire from the popular music realm.

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## JR KEYS

**Prerequisite: N/A**

**M.S. | Year-Long Course**

This class will center on developing techniques as a keyboardist necessary for performance with a band, or as a solo artist in the Popular Music genre. Students will be able to execute basic piano techniques including all major scales, read music on the Grand Staff and apply to piano, construct and identify all necessary harmony, perform multiple tasks on electronic keyboards, comp in multiple grooves, and use basic improvisation techniques.

## JR DRUMS

**Prerequisite:** N/A

**M.S. | Year-Long Course**

Drum Lab is a primary instrument course designed for the program's student drummers, emphasizing the development of a strong technical and musical foundation. The curriculum focuses on technique, performance, song phrasing, transcription, rudiments, drumming styles, sight-reading, and both stage and studio performance.

In each class, students will perform with rhythm sections to enhance ensemble musicianship and analyze iconic repertoire from popular music, fostering both technical proficiency and stylistic versatility. This course equips students with the skills and understanding necessary for professional-level drumming in a variety of musical contexts.

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## JR SONGWRITING I

**Prerequisite:** N/A

**M.S. | 7 | Year-Long Course**

This course introduces students to the core elements of songwriting, blending technical skills with creative exploration. Students learn foundational song forms, chord structures, rhyme schemes, lyrical topics, and how musical choices create momentum and emotional impact.

Throughout the year, students complete multiple original songs, respond to weekly writing prompts, and experiment across genres and styles. The course also introduces basic recording techniques, entry-level music production, and early performance skills to help students connect with their work.

By the end of the course, students will have built a strong, flexible foundation in songwriting and the confidence to express their creative ideas.

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## JR SONGWRITING II & THEORY BASICS

**Prerequisite:** JR Songwriting I

**M.S. | 8 | Year-Long Course**

This course expands students' songwriting abilities while introducing core music theory concepts that support more intentional creative choices. Students strengthen their lyric writing, melodic development, and chord progression skills, while learning how theory tools can elevate their songwriting. Topics include melodic shaping, harmonic function, rhythm and form, deeper rhyme and lyric techniques, key signatures and scales, chord building, and applying theory directly to original songs. Students also explore fundamentals of vocal arrangement—harmonizing, layering, and writing supportive background and accompaniment parts.

By the end of the course, students will have the technical grounding and creative maturity needed for the expectations of high-school Intro to Songwriting.

## **THEORY I: FUNDAMENTAL MUSICIANSHIP**

**Prerequisite:** JR Songwriting II & Theory Basics (or placement)

**H.S. | 9 | Year-Long Course | U.C (g)**

Theory I is a foundational high-school musicianship course designed to give students a strong, practical command of how music works. Building on the theory foundations introduced in middle school, students develop fluency in reading, writing, and hearing music across a range of contemporary and traditional styles.

Coursework includes key signatures and scales, intervals, triads and seventh chords, rhythm and meter, harmonic function, and common progressions. Students learn to analyze musical structure, recognize patterns in melody and harmony, and build the technical knowledge required for advanced high-school ensembles and future theory classes.

A major component of the course is ear training: melodic and rhythmic dictation, interval recognition, and identifying chord qualities and progressions by ear. Students also learn to create accurate lead sheets, chord charts, and basic rhythm-section notation. Notation may be completed by hand or with notation software as appropriate.

By the end of the course, students will have a solid theoretical and aural foundation that prepares them for upper-level theory, ensemble work, and college-track music studies.

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## **INTRO TO SONGWRITING**

**Prerequisite:** N/A

**H.S. | 9 | Year-Long Course**

This course offers a comprehensive exploration of the art and craft of songwriting, guiding students in developing both technical skills and creative expression. Students will study song forms, chord structures, rhyme schemes, musical momentum, lyrical topics, and collaborative approaches, gaining a deep understanding of how to craft compelling, cohesive songs.

Throughout the course, students will write multiple complete songs, engage in exercises and weekly prompts, and develop strategies for translating their ideas into polished demos. The curriculum also covers recording techniques, basic music production, and performance strategies, enabling students to connect authentically with their music and present it effectively as an artist. By the end of the course, students will have cultivated a versatile songwriting toolkit and the confidence to express their unique creative voice.

## STUDIO MUSICIANSHIP I

**Prerequisite:** N/A

**H.S. | 10 | Year-Long Course**

Studio Musicianship I is designed to cultivate the skills, focus, and professionalism required to succeed in the recording studio. The course emphasizes performance, critical listening, and collaborative musicianship in the context of studio work. It also serves as an introduction to studio recording. Students will learn mic techniques, working in multiple DAWs, and learning how to operate in the studio.

Throughout the year, students will participate in multiple recording projects, each with specific objectives, and will rotate through roles including producer, arranger, music director, composer, and engineer. While formal music theory knowledge is not required, it enhances communication and collaboration with fellow musicians during sessions.

In addition to technical and musical development, the course fosters leadership skills, teaching students how to guide ensembles, inspire collaboration, and maintain a positive, productive creative environment. By the end of the course, students will demonstrate versatility, professionalism, and the ability to contribute effectively in any recording studio setting.

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## POP PERFORMANCE

**Prerequisite:** N/A

**H.S. | 9 | Year-Long Course**

This course provides an in-depth exploration of the art and craft of performance, designed to develop both technical skill and stage presence. Students will refine performance techniques, cultivate confidence in movement, and learn to engage and captivate an audience. Through analysis of performances by accomplished artists, students will study the transition from skilled performer to compelling entertainer, developing a sophisticated understanding of stage dynamics and audience connection.

The course also emphasizes preparation and execution for live performance, including arrangement adaptation, ensemble synchronization, and strategies to “Sync Your Stage.” By the end of the course, students will demonstrate a commanding stage presence, effective communication through performance, and the skills necessary to entertain at the highest level.

## STUDIO LAB I

**Prerequisite:** N/A

**H.S. | 9 | Year-Long Course | U.C (g)**

Studio Lab I is an exciting, hands-on course that introduces students to the world of modern music production. Students will dive into recording and editing MIDI using a DAW of their choice, such as Logic Pro X, while also exploring the fundamentals of working with audio. The course covers essential project management techniques, sound design, and mixing, giving students the tools to bring their musical ideas to life. Through creative exercises and practical projects, students will gain the confidence and skills to produce polished tracks and start making their mark in the studio!

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## MUSIC FUNDAMENTALS

**Prerequisite:** N/A

**H.S. | 10 | Year-Long Course**

In this course, students will discuss, practice, and develop basic music techniques and strategies utilizing their music knowledge and experience to be the best musician they can be. Students will learn all aspects of being a well-rounded musician; learning and applying ear training and theory in both rehearsals and performances, how to properly practice and rehearse, what's expected in a professional setting (both musically and non-musically), and how to begin to formulate how to pursue a career as a musician. This applies to classes, rehearsals, auditions, performances, and more. Goals for this class will be to give students a better understanding and idea of how to approach and navigate a career in music, carry themselves as professionals, and different avenues to pursue as a professional musician – given the tools learned.

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## THEORY II

**Prerequisite:** Theory I

**H.S. | 10 | Year-Long Course | U.C (g)**

Music Theory II is designed to deepen students' understanding of music theory and strengthen their analytical skills. Building on the foundational concepts introduced in the Level 1 theory course, students will explore more advanced topics in harmony, form, and rhythm, developing the ability to analyze and interpret musical structures with greater sophistication.

The course emphasizes practical application as well as theoretical study, incorporating exercises in sight-reading, harmonic analysis, and composition. Students will also engage with a range of musical examples from popular and contemporary repertoire, fostering both critical listening skills and creative insight. By the end of the course, students will demonstrate enhanced theoretical fluency and the tools necessary to support their development as versatile musicians.

## PRIMARY VOICE

**Prerequisite:** N/A

**H.S. | All grades | Year-Long Course | U.C (g)**

This course offers an in-depth exploration of vocal technique and artistic development, designed to advance students' abilities as singers and performers. Students will cultivate proper vocal warm-up routines, develop ear training skills, strengthen sight-reading proficiency, and establish consistency and control in their technique. Instruction balances individual and ensemble work, guiding each student to discover and refine their unique vocal identity while maintaining healthy, sustainable vocal practices.

Vocal health and technique will be emphasized throughout the course, and students will engage in both recorded and live performance assessments. Solo performances will be submitted digitally for individualized feedback, in addition to in-class presentations, fostering both technical growth and stage confidence. By the end of the course, students will demonstrate enhanced vocal skill, expressive range, and the foundation to perform as a versatile and confident artist.

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## PRIMARY KEYS

**Prerequisite:** N/A

**H.S. | All grades | Year-Long Course | U.C (g)**

This course is designed to prepare keyboard players for advanced performance skills in commercial music, both in live and studio settings. Students will develop the ability to voice and invert harmonies, including extended and altered chords, and sight-read intermediate to advanced chord progressions and notation. The curriculum includes mastery of major scale modes, comping across a variety of commercial music styles, arranging pop tunes with synth, string, and pad textures, transposing chord progressions to different keys, and performing improvised solos. By the end of the course, students will demonstrate a comprehensive skill set that supports professional-level performance, versatility, and creative expression. Students will also learn how to utilize modern synthesizers and other electronic digital instruments that a professional contemporary keyboardist would use

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## PRIMARY BASS

**Prerequisite:** N/A

**H.S. | All grades | Year-Long Course | U.C (g)**

Primary Bass is designed for students learning electric bass as their primary instrument, focusing on building a strong foundation in technique and musical expression. The curriculum includes weekly sight-reading exercises in both bass and treble clef, as well as lead sheet reading. Students will develop plucking and fretting techniques, explore major and minor scales, all seven modes, triads, and extended chords, and learn to construct bass lines across a variety of styles, including swing, Latin, funk, reggae, and rock. The course also incorporates the study of iconic bass lines from the commercial music repertoire, providing context and inspiration for versatile, professional-level performance.

## PRIMARY GUITAR

**Prerequisite:** N/A

**H.S. | All grades | Year-Long Course | U.C (g)**

This course offers a comprehensive study of guitar techniques and performance practices across the diverse genres of 20th and 21st century popular music. Over the course of the year, students will develop a deeper mastery of their instrument through a blend of lectures, in-class performances, and practical assignments. These experiences are designed to cultivate both technical proficiency and artistic expression, equipping students with a well-rounded skill set that supports advanced performance in the conservatory setting as well as in broader musical endeavors.

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## PRIMARY DRUMS

**Prerequisite:** N/A

**H.S. | All grades | Year-Long Course | U.C (g)**

Drum Lab II is a primary instrument course designed for continuing students in the program's percussion track. Building on foundational skills, the course emphasizes advanced technique, musical phrasing, and stylistic versatility across a range of popular music genres. Students will engage in weekly sight-reading exercises, collaborate with rhythm sections to enhance ensemble musicianship, and study iconic repertoire to deepen their understanding of performance practices. Additional focus includes rudiments, stage and studio performance, transcription analysis, and the development of a nuanced rhythmic vocabulary, equipping students with the skills necessary for both live and recorded contexts.

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## SENIOR DRUM LAB

**Prerequisite:** N/A

**H.S. | 12 | Year-Long Course**

The Senior Drum Lab is a beginner-friendly course designed for seniors who want to explore the world of drumming. No prior drumming experience is necessary – students will learn fundamental rhythms, basic drumming techniques, and essential musical concepts. Through hands-on exercises, fun ensemble activities, and collaborative projects, students will build confidence, develop their sense of timing, and start expressing themselves musically. By the end of the course, every student will have a solid foundation to continue their percussion journey.

## SONGWRITERS WORKSHOP

**Prerequisite:** Intro to Songwriting

**H.S. | 11 | Year-Long Course**

This advanced course expands on the skills learned in Intro to Songwriting, guiding students toward greater refinement, versatility, and collaborative readiness.

During the first semester, students deepen their technical craft by exploring a wide range of song forms, rhyme patterns, and stylistic approaches. Every two weeks a new form or technique is introduced and applied through original compositions. Students complete both a midterm and final project demonstrating their ability to create fully realized songs with intentional structure and artistic cohesion. During the second semester, the focus shifts to collaboration. Working in rotating groups, students co-write full songs in response to themed prompts on a bi-weekly cycle. This intensive collaborative process helps students develop adaptability, communication skills, and the creative flexibility required in modern songwriting environments.

By the end of the course, students will have strengthened their individual craft, gained real experience in professional-style co-writing, and built a polished portfolio that reflects both personal artistry and collaborative skill.

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## STUDIO MUSICIANSHIP II

**Prerequisite:** Studio Musicianship I, Theory I, Theory II, Theory III

**H.S. | 12 | Year-Long Course**

Studio Musicianship II is a course specifically designed to help create, focus and develop musicianship skills to become a successful recording studio musician. This class focuses on the tools necessary to become a professional recording musician in today's marketplace. The emphasis is on performing, listening, collaborating, writing, and developing in the right mindset. Students will be recording multiple times throughout the year with multiple goals for each of the recording sessions. They will be placed in the position of being a producer, arranger, music director, composer, and engineer. Working on original music will be a strong focus in this class. Music theory knowledge is recommended to help communicate with other musicians during the recording sessions. Students will aim to become leaders and learn how to motivate others to move in the same positive direction.

## THEORY III

**Prerequisite:** Theory II

**H.S. | 11 | Year-Long Course | U.C (g)**

Music Theory III is the final theory course in the Popular Music Program, designed to advance students' musicianship and analytical skills. The course emphasizes functional harmony, modes, chord extensions, and Roman Numeral analysis, while also introducing four-part writing, basic jazz harmony, and orchestration concepts. By the end of the semester, students will demonstrate a strong command of theoretical tools and their practical applications in contemporary music.

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## ENSEMBLE

**Prerequisite:** N/A

**H.S. | All grades | Year-Long Course | U.C (g)**

Ensemble is a year-long rehearsal and performance course for high school students in the Popular Music Conservatory. Students collaborate as a full band to prepare repertoire for concerts throughout the school year, practicing aural transcription, refining technique, and developing polished performances.

The course emphasizes effective communication, independent responsibility, and collaborative musicianship, while providing opportunities to study influential artists, performers, and styles within the contemporary popular music landscape. By the end of the year, students will have strengthened both their technical skills and their ability to perform confidently as part of a professional-level ensemble.

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## STUDIO MUSICIANSHIP II

**Prerequisite:** Studio Musicianship I, Theory I, Theory II (Audition Only)

**H.S. | 11 & 12 | Year-Long Course**

Studio Musicianship II is a course specifically designed to help create, focus and develop musicianship skills to become a successful recording studio musician. This class focuses on the tools necessary to become a professional recording musician in today's marketplace. The emphasis is on performing, listening, collaborating and developing in the right mindset. Students will be recording multiple times throughout the year with multiple goals for each of the recording sessions. They will be placed in the position of being a producer, arranger, music director, composer, and engineer. Music theory knowledge is recommended to help communicate with other musicians during the recording sessions. Students will aim to become leaders and learn how to motivate others to move in the same positive direction.

## FILM AND GAME SCORING

**Prerequisite:** Theory III

**H.S. | 12 | Year-Long Course | U.C (g)**

Film and Game Scoring is an upper-division, project-based course designed to immerse students in the art and practice of composing for visual media. Using a Digital Audio Workstation (Logic Pro X), students will create, incorporate, and edit music and sound effects for film, television, and video games, developing both technical proficiency and creative versatility.

The course emphasizes practical, hands-on experience in crafting musical arrangements that enhance narrative, mood, and gameplay, while integrating sound design elements seamlessly. Students will gain a comprehensive understanding of professional hardware and software workflows, including MIDI sequencing, sample libraries, audio editing, mixing, and implementation techniques. By the end of the course, students will have produced fully realized projects that demonstrate the ability to translate creative vision into compelling, industry-standard scores for visual media.

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## ADVANCED RECORDING

**Prerequisite:** Intro to Recording, Theory I-III

**H.S. | 12 | Year-Long Course**

This course will introduce students to advanced studio recording techniques for various musical genres and different types of instruments. Instruction will cover different mono/stereo microphone techniques, studio workflow/maintenance, mixing/mastering techniques, audio processors, DAW workflow, audio fidelity, acoustic treatment, and how to prepare a digital audio package for delivery. Students will be exposed to the various roles one can have in a professional recording studio and help prepare students for what it's actually like to work in a studio.

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## ARTIST TRACK

**Prerequisite:** Audition Only

**H.S. | Open to all grades | Year-Long Course | U.C (g)**

This course provides an in-depth exploration of personal artistry, guiding students through the essential skills and strategies necessary to develop as professional artists. Students will engage in both independent and collaborative songwriting, refining their creative voice while learning to work effectively with others.

The curriculum also addresses the business and self-promotion aspects of artistry, including planning and executing social media strategies to build and maintain a fan base, and defining a personal brand that aligns with one's artistic identity. Emphasizing both self-reflection and collaboration, the course encourages students to support and elevate one another while cultivating a distinctive, professional presence as a musician. By the end of the course, students will have developed a comprehensive understanding of their artistry and the tools to present themselves confidently in the contemporary music landscape.

## PEAK STATE RECORDS: ARTIST DEVELOPMENT

**Prerequisite:** Audition

**Grade:** 10–12 | Year-Long | U.C (g)

This course provides selected artists with the full experience of developing and executing creative projects under Peak State Records. Students work closely with A&R teams, producers, and faculty mentors to refine their artistic identity, expand their skills, and create high-quality work for release and performance.

Artists participate in guided coaching sessions, structured feedback cycles, rehearsals, recording opportunities, branding discussions, and strategic planning for both live and recorded projects. The course emphasizes professionalism, communication, collaboration, and understanding the expectations of a real-world artist team environment.

Key Components:

- Goal-setting and long-term artistic planning
  - Vocal coaching, performance prep, and stagecraft
  - Collaborative project development with student A&R teams
  - Recording sessions, demos, arrangement refinement, and pre-production
  - Branding, visual identity exploration, and audience engagement strategy
  - Preparing for live showcases and release campaigns
  - Reflective practice, feedback implementation, and career readiness
- 

## MUSIC BUSINESS

**Prerequisite:** N/A

**Grade:** 11 | Year-Long | U.C (g)

This class explores the business side of music, giving students practical knowledge and skills to navigate careers in the industry. Students will learn how artists, teams, and organizations operate professionally and gain hands-on experience with essential business practices.

Key Components:

- Overview of the music business: contracts, royalties, publishing, and revenue streams
- Marketing, branding, and promotion for artists and music projects
- Event planning, live performance logistics, and touring basics
- Social media strategy and PR for music professionals
- Professional skills: collaboration, project management, and industry communication

*School of Theatre*

**PRODUCTION  
&  
DESIGN  
CONSERVATORY**

### CURRICULUM OVERVIEW

The Production & Design Conservatory offers students in grades 7 through 12 the opportunity to study the arts and crafts used in the live entertainment industry. For every performer onstage, there are several artists working behind the scenes to make the story come alive! Under the direction of industry professionals, students in the Production & Design Conservatory have opportunities to become storytellers through the production arts including scenery, costumes, makeup, lighting, audio, props, history, and production management. The Production & Design faculty are committed to developing well-rounded theatre artists who understand both the practical and theoretical aspects of the design process, as well as the construction, management, and execution of live entertainment.

### LEARNING OUTCOMES

The Production & Design Conservatory pathway is an intentionally scaffolded program where there is a distinct focus on collaboration, communication, and management skills. Upon completing the conservatory pathway, students will know how to research, design, engineer, build, and install design elements within each of the conservatory's concentrated disciplines. Students will also know how to navigate industry specific computer applications, operate relevant tools and equipment, including but not limited to shop equipment, sewing machines, lighting instruments, and audio consoles in a safe and supported learning environment mirroring the professional theatre industry. Learning goals are inclusive of all levels of talent and experience and are accomplished through an extensive course curriculum, hands-on experiences, and production assignments on and off the OCSA campus.

OCSA and Production & Design leadership have built a robust partnership with Santa Ana College providing students the opportunity to take Dual Enrollment classes embedded within the conservatory curriculum. This enables students to earn college credits in technical theatre while completing their conservatory course sequences. OCSA students enrolled in these courses are exempt from all tuition and enrollment fees associated with taking college courses. Production & Design students have the unique ability to obtain college proficiency certificates in one of three pathways: costuming, lighting, or technical theatre. Students who successfully complete the Production & Design coursework will be wholly suited to use their transferable skills either in higher education or the broader workforce.

### CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media and Entertainment**
- **CTE PATHWAY: Production and Managerial Arts**

| Curriculum Pathway Course Titles |                                       |
|----------------------------------|---------------------------------------|
| Introductory:                    | INTRODUCTION TO PRODUCTION AND DESIGN |
|                                  | INTRODUCTION TO THEATRE               |
|                                  | THEMED ENTERTAINMENT                  |
|                                  | INTRODUCTION TO COSTUMES              |
|                                  | INTRODUCTION TO THEATRE CRAFTS        |
|                                  | INTRODUCTION TO AUDIO                 |
|                                  | INTRODUCTION TO SFX MAKEUP            |
|                                  | INTRODUCTION TO STAGECRAFT            |
|                                  | INTRODUCTION TO STAGE MANAGEMENT      |

|               |                                   |
|---------------|-----------------------------------|
| Concentrator: | INTRODUCTION TO SOUND DESIGN      |
|               | FUNDAMENTALS OF COSTUMING         |
|               | INTRODUCTION TO TECHNICAL THEATRE |
|               | STAGE MAKEUP                      |
|               | STAGECRAFT                        |
|               | STAGE MANAGEMENT                  |
|               | SCENIC DESIGN                     |
|               | DRAFTING                          |
|               | STAGECRAFT FUNDAMENTALS           |
|               | FUNDAMENTALS OF PROGRAMMING       |
|               | THEATRE HISTORY                   |
|               | FUNDAMENTALS OF COSTUME DESIGN    |
|               | BEGINNING SEWING                  |
|               | FLAT PATTERN TECHNIQUES           |
|               | STAGECRAFT IN PRODUCTION          |
|               | LIGHTING DESIGN                   |
|               | SOUND DESIGN                      |
|               | AUDIO IN PRODUCTION               |

| Singletons                                                       |  |
|------------------------------------------------------------------|--|
| TECHNICAL THEATRE IN PRODUCTION: IA SPRING MUSICAL COLLABORATION |  |
| TECHNICAL PRODUCTION: HALLOWEEN MAZE                             |  |
| THEATRE BUSINESS AND PORTFOLIO BUILDING                          |  |

## COURSE DESCRIPTIONS

### INTRO TO THEATRE

**Prerequisite: None**

**M.S.**

This class explores the roles of the various positions on a production: the director, actor, dancer, musician, choreographer, designers, producers, crew, and management to better understand how to communicate and collaborate with these various artists. In addition, the course will provide students the space to practice these techniques and skills necessary to present ideas in front of a class or production team.

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### INTRO TO PRODUCTION AND DESIGN

**Prerequisite: None**

**M.S.**

This is a technical theatre overview class where students will explore all aspects of the world of production and design. This includes both the elements of design as well as the technical skills needed in theatrical entertainment production. By the end of this course, students will be able to identify the various positions on a theatrical production, what those positions are responsible for, as well as have opportunities to assume those positions in classroom assignments and demonstrations.

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### INTRODUCTION TO COSTUMING AND MAKEUP

**Prerequisite: None**

**M.S.**

This introductory course will introduce middle school students to the world of costuming and makeup. Students will learn about the techniques used in the theatre industry for designing and constructing costumes as well as the basic techniques and skills needed to execute both costume and makeup designs. By the end of the course, students will be able to identify the proper tools and materials used in the industry as well as have a basic ability to construct a simple hand sewn craft.

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### INTRODUCTION TO STAGECRAFT

**Prerequisite: None**

**M.S.**

This is an introductory class that examines the art of building and creating in a scene shop. Heavily focused on safety and practice, this course introduces students to the art of stagecraft using industry-standard tools and equipment.

## INTRODUCTION TO LIGHTING

**Prerequisite:** None

**M.S.**

**\*Offered in alternating years**

This course will introduce middle school students to the world of technical theatre and lighting design. Students will learn the methods and approaches of lighting design and how to clearly communicate their ideas to other designers. With the aid of drawing, projects, and hands-on experience, the student will start to understand how technical elements impact the entertainment world.

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## INTRODUCTION TO AUDIO

**Prerequisite:** None

**M.S.**

**\*Offered in alternating years**

This is an introductory class into basic audio technologies, design and listening skills. This class focuses on the understanding of basic equipment such as microphones, mixers, amplifiers and speakers. Upon completion, students will be able to identify relevant equipment as well as gain the ability to set-up a basic sound system.

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## INTRODUCTION TO STAGE MANAGEMENT

**Prerequisite:** None

**M.S.**

This course will introduce middle school students to the world of theatrical stage and production management. They will learn what it is that a stage manager does and their specific role on a production. Students will work on communication, leadership, and collaborative skills through hands-on projects in-class. Students will also be given the opportunity to use applicable computer programs and organization and communication techniques used in the industry.

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## THEATRE CRAFTS

**Prerequisite:** None

**M.S.**

This is an introductory makers course. Students will learn crafting techniques used in prop and scenery making. Hand skills will be the primary modality, however the course will also focus on the safety and effectiveness of commonly used tools and machinery. Students will be able to flex their creative skills throughout the course as they learn the art of storytelling through the maker's lens.

## THEMED ENTERTAINMENT

**Prerequisite:** None  
**M.S.**

Themed entertainment is an introductory course into the immersive entertainment world. Students in this course will learn about how production is executed in theme parks and other entertainment venues. This course will stretch the students imagination as they work to explore the full entertainment environment from the interior design of a theme park ride to the entrance aesthetic, this course will provide a look into the technical and artistic possibilities beyond theatre.

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## INTRODUCTION TO SOUND DESIGN

**OCSA Transcript Abbreviation:** PD THEA128 IntroSound  
**Dual Enrollment SAC Equivalent:** THEA 128 (Introduction to Sound Design)  
**Prerequisite:** None

This course helps students develop an understanding and working knowledge of sound design principles and practices and the sound technology used to bring sound to the stage and the concert hall. Project based learning provides the student with an introduction to audio equipment and an understanding of the craft and process of sound design.

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## SOUND DESIGN

**Prerequisite:** Introduction to Sound Design  
**Dual Enrollment SAC Equivalent:** N/A

This class continues to explore the uses and application of audio equipment in live sound reinforcement and the recording studio. This includes both system design, installation, troubleshooting as well as show operation. Students in this class will be designing, creating and recording several in-class audio projects using our ProTools recording studio. By the completion of the audio course pathway, students will have the necessary skills to serve as student audio mixers for various school productions.

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## AUDIO IN PRODUCTION

**Prerequisite:** Fundamentals and Intermediate  
**Dual Enrollment SAC Equivalent:** N/A

This class explores the uses and application of audio equipment in live sound reinforcement and the recording studio. This includes both listening exercises and hands-on equipment training with a focus on wireless microphone technologies; frequency management, lavalier microphone placement and troubleshooting through class projects and demonstrations. By the completion of this course, students will be comfortable navigating basic design and audio building skills in Pro Tools as well as other audio recording programs in preparation for the final course in the series, sound design.

## **COSTUME FUNDAMENTALS**

**Prerequisite:** None

**H.S. | C.S.U. (g) | U.C. (g)**

**Dual Enrollment SAC Equivalent:** N/A

This is an introductory class into costuming where students will learn basic sewing skills from hand stitching to basic machine operation. The lessons are structured with in-class sewing assignments from attaching buttons to constructing a simple garment. In addition to sewing, students will begin to learn about the process of costume design from concept to finished garment. By the completion of this course, students will be able to identify and implement the major components of a sewing machine, as well as the operation of hand sewing tools.

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## **INTERMEDIATE COSTUMES**

**Prerequisite:** Fundamentals

**H.S. | C.S.U. (g) | U.C. (g)**

**Dual Enrollment SAC Equivalent:** N/A

This intermediate level class builds upon the concepts presented in the fundamentals class, focusing on learning the elements of design and how they apply to costume design and construction. Students will continue the process of growing their sewing skills through in-class hands-on assignments as well as explore the tools and skills needed to run a show in a dressing or wardrobe role, mirroring the professional costuming industry.

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## **BEGINNING SEWING**

**OCSA Transcript Abbreviation:** FDM 105A BegSew

**H.S. | C.S.U. (g) | U.C. (g)**

**Dual Enrollment SAC Equivalent:** FDM 105A Beginning Sewing

**Prerequisite:** N/A

This course focuses on apparel garment construction techniques including seam finishes, edge finishes, manipulating garment fullness, and applying closures. Students will construct three full-sized garments and a compilation of construction techniques. Students will conduct and document garment fittings, alter patterns, and apply fitting alterations to the sewn projects.

## FLAT PATTERN TECHNIQUES

**OCSA Transcript Abbreviation: FDM 109 FlatPat**

**Dual Enrollment SAC Equivalent: FDM 109**

**Prerequisite: N/A**

Students learn to pattern draft garments using both hand drawn and 3D software and also export their patterns to paper to be cut and sewn into fabric samples. Includes development of the basic body sloper, collars, necklines, skirts, waistlines, sleeves, panels, and yokes. POM (Point of Measurement) specifications are discussed in relation to both pattern development and finished garments.

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## FUNDAMENTALS OF COSTUME DESIGN

**OCSA Transcript Abbreviation: THEA 136 FundCosDes**

**Dual Enrollment SAC Equivalent: THEA 136 Fundamentals of Costume Design**

**Prerequisite: Fundamentals and Beginning Sewing and Intermediate**

This culminating costuming class focuses on training students in advanced costume construction techniques. This is accomplished through student design projects and garment construction including the research, development, and construction phases as well as working on specific projects for school productions. Students will also have the opportunity to learn basic millinery, patterning, and other related costuming skills. By the completion of the costuming series, students will be able to design and build a costume relevant to a specific narrative or story.

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## LIGHTING FUNDAMENTALS

**OCSA Transcript Abbreviation: THEA 133 LightFund**

**Dual Enrollment SAC Equivalent: THEA 133 Lighting Fundamentals**

**Prerequisite: None**

This is an introductory class into basic stage lighting technology which includes electricity, lighting instruments, color theory, control and design. By the end of the course students will be able to read a light plot, operate basic functions on a lightboard, and know how to operate a follow spot.

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## INTERMEDIATE LIGHTING

**OCSA Transcript Abbreviation: THEA 165 IntLight**

**Dual Enrollment SAC Equivalent: THEA 165 Intermediate Lighting**

**Prerequisite: Lighting Fundamentals**

This class begins a more in-depth exploration of lighting technologies and the craft of lighting design. This includes research, script analysis, concept development, and equipment selection. The course goals are accomplished through in-class assignments including research, cueing and design projects and presentations as well as working on school productions.

## LIGHTING DESIGN

**OCSA Transcript Abbreviation: THEA 130 LightDes**

**Dual Enrollment SAC Equivalent: THEA 130 Lighting Design**

**Prerequisite: Lighting Fundamentals and Intermediate Lighting**

This class is largely geared to practical experiences and hands-on learning activities. The assignments in this class are balanced to build both the technical and artistic skills necessary to be successful in the entertainment lighting industry. By the end of this course students will have the skills needed to serve as electricians, assistant lighting designer or lighting designers for productions on campus. In addition to the practical work, students will begin assembling a portfolio of their work which will include design concept statements, light plots, and photographs of their work.

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## PROJECTIONS

**Prerequisite: Lighting Fundamentals and Fundamentals of Programming**

**Dual Enrollment SAC Equivalent: N/A**

This course will take the student on a journey through the art of Projection Design. The course covers the methods and approaches of how to properly design projections for a live entertainment production. With the aid of projection technologies, photoshop, and Qlab, by the end of the course, students will be able to build projections for a show, and carry out their design vision for a production.

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## STAGE MAKEUP

**OCSA Transcript Abbreviation: THEA 132 StgMakeup**

**Dual Enrollment SAC Equivalent: THEA 132 Stage Makeup**

**Prerequisite: None**

This course covers the basic techniques and artistry of stage makeup and its relation to the total production as well as the history, aesthetics and design theory, color theory, materials, and application procedures for varied characterizations. Practical application of learned skills are applied to OCSA productions. Students will build their makeup skills with hands-on makeup application assignments. This course includes script and character analysis, concept development and makeup storyboards. By the end of this course, students will be able to move confidently into the makeup design course.

## ADVANCED MAKEUP AND DESIGN

**Dual Enrollment SAC Equivalent: N/A**

**Prerequisite: Stage Makeup Fundamentals**

The purpose of this class is to continue developing a makeup artist's skill set by becoming more proficient with all application techniques and learning about special effects makeup. This includes latex, nose putty, teeth, prosthetic, foam latex, stage blood, wounds, ventilated hair pieces and blood cannons. This is accomplished with in-class design assignments that allow students to explore these various areas throughout the semester.

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## STAGECRAFT FUNDAMENTALS

**Dual Enrollment SAC Equivalent: N/A**

**Prerequisite: None**

This is an introductory class examining the world of scenic design, production, and construction. This course introduces students to the art of stagecraft including safety in the shop and proper usage of industry-standard tools and equipment. By the end of this course, students will have operational knowledge of stagecraft industry tools, have the skills to build a simple flat, and be able to identify the various elements of the standard shop build.

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## STAGECRAFT IN PRODUCTION

**Dual Enrollment SAC Equivalent: N/A**

**Prerequisite: Stagecraft Fundamentals and Stagecraft**

This is an advanced construction techniques class where students will be using various shop tools in the assembly of scenic elements. These tools include, but are not limited to, the table saw, band saw, pneumatic staplers, routers, and sanders. Students in this class will be constructing, loading-in and striking the scenic elements used in OCSA productions. This class will explore the technical as well as artistic solutions as part of their assignments.

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## STAGECRAFT

**OCSA Transcript Abbreviation: THEA 131 Stgcrt**

**Dual Enrollment SAC Equivalent: THEA 131 Stagecraft**

**Prerequisite: Stagecraft Fundamentals**

This course explores technical theatre and the creation of scenic elements including design concepts, painting techniques, set construction, set movement, prop construction, backstage organization, and stage management.

## SCENIC PAINTING

**Dual Enrollment SAC Equivalent: N/A**

**Prerequisite: Stagecraft Fundamentals**

The objective of this class is to introduce painting on a larger scale for the purposes of painting for the theatrical stage. Students will learn faux finishes to make surfaces look like something they are not and learn how to make their own paint tools as well as how to care for and clean out various paint tools. By the end of this course, students will know how to identify various painting techniques as well as properly prep surfaces for painting, how to mix their own colors, and how to use different types of paint depending on the aesthetic indicated.

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## DRAFTING

**Dual Enrollment SAC Equivalent: N/A**

**Prerequisite: None**

This class explores the drawing techniques used in the entertainment world using Vectorworks. This includes shapes, figures, fabric and architectural elements. Upon completion of this course students will know how to read and draw scaled floor plans and elevations and how to create a scale model from their drawings.

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## FUNDAMENTALS OF PROGRAMMING

**OCSA Transcript Abbreviation: THEA 166 FundProg**

**Dual Enrollment SAC Equivalent: THEA 166 Fundamentals of Programming**

**Prerequisite: Lighting Fundamentals, THEA 133 OR THEA 165**

This class is largely geared to practical experiences and hands-on learning activities as well as the implementation of Vectorworks, an industry-standard computer based drafting program. The assignments in this class are balanced to build both the technical and artistic skills necessary to be successful in the entertainment lighting industry. In addition to the practical work, students will begin by assembling a portfolio of their work which will include design concept statements, light plots, and photographs.

## STAGE MANAGEMENT

**OCSA Transcript Abbreviation: THEA 109 StgMgmt**

**Dual Enrollment SAC Equivalent: THEA 109 Stage Management**

**Prerequisite: None**

This course explores the study and practical application practices of the stage manager as they pertain to the theatrical production process. Emphasis is placed on the duties, responsibilities, and procedures from pre-production to post-production.

It will take the student on a journey through the world of Production Stage Management. The course will cover the methods and approaches of professional theatrical stage management and how to properly guide and manage a full production. The course will cover the skills needed to execute an industry-standard prompt book. Upon completion of this course, students will have the knowledge to confidently serve as stage managers on OCSA productions handling all aspects of scheduling, organization, proper delegation, leadership, communication, and they will understand and be able to use the proper terminology/vocabulary of a production.

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## THEATRE HISTORY

**OCSA Transcript Abbreviation: THEA 105 THEAHIST**

**Dual Enrollment SAC Equivalent: THEA 105 Theatre History**

**Prerequisite: None**

This course studies the history of theatre from the origins of theatre through the 17th Century. The history and development of theatre and drama are studied in relationship to cultural, political and social conditions of the time. Plays are read for analysis of structure, plot, character and historical relevance.

In addition, this course focuses on the relationship of theatre to various cultures throughout history and on the contributions of significant individual artists. This course introduces students to elements of the production process including playwriting, acting, directing, design, and criticism. Students will also survey different periods, styles and genres of theatre through play reading, discussion, films and viewing and critiquing pre-recorded live theatre.

## **DIRECTING**

**Dual Enrollment SAC Equivalent: N/A**

**Prerequisite: Stage Management**

This course examines the study and application of directing theory, process, and technique which will culminate in a student-directed project production for public performance. Included are the fundamentals of script analysis, designer collaboration, character development, staging, actor coaching, and presenting.

In addition, this course explores the role of the director as the unifying force of a theatrical production with a page-to-stage model. Students will take part in historical research, script analysis, and create a vision for their given play. Students will then have the opportunity to audition and cast their shows and serve as the director for a series of short plays. By the end of the course, students will know how to execute the responsibilities of a theatrical director.

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## **THEATRE BUSINESS AND PORTFOLIO**

**Dual Enrollment SAC Equivalent: N/A**

**Prerequisite: N/A**

This course will take the student on a journey through the art of portfolio creation and how to properly construct a digital portfolio. With the aid of website generation and design, Photoshop, and work documentation, the student will be able to build and keep track of a modern portfolio and resume featuring their work within the conservatory. By the end of this course, students will understand portfolio vocabulary, how to use a simple website constructor, how to create a successful and engaging portfolio, and how to communicate their long term goals to potential hiring agents.

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## **TECHNICAL PRODUCTION**

**OCSA Transcript Abbreviation: THEA 135 TECH PROD**

**Dual Enrollment SAC Equivalent: THEA 135 Technical Production**

**Prerequisite: N/A**

This course provides supervised instruction and practical experience in backstage production responsibilities including design, stage management, scenery construction and movement, properties, costuming, lighting, sound, and running crews.

This course will also explore how production teams with diverse skills work collaboratively to create large projects. Students will work on individual and collaborative projects that can be included in a portfolio of work that will showcase their skills and ability to work together. Students will be given an opportunity to contribute to each project in a meaningful way, often collaborating with other conservatories towards completing assigned project goals.

## TECHNICAL THEATRE IN PRODUCTION

**OCSA Transcript Abbreviation: THEA 150B TECH PROD**

**Prerequisite: N/A**

**Dual Enrollment SAC Equivalent: THEA 150B Technical Production**

**Prerequisite: N/A**

Students will gain practical experience in the application of production responsibilities in any of the following: stage management, scenery construction, properties, costuming, lighting, or sound. This course culminates into a series of public performances. All student technicians must obtain instructor approval prior to enrolling.

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## PLAYWRITING

**Dual Enrollment SAC Equivalent: N/A**

**Prerequisite: N/A**

This introductory writing class focuses on understanding the basic format, structure, and vocabulary associated with playwriting. Students will be exposed to a variety of modes, master examples, and contemporary pieces that illustrate skilful playwriting. Students will learn and apply the fundamental elements of playwriting, for example, dialogue and subtext. Students will draft several of their own original scenes and work towards a culminating production.

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## SCENIC DESIGN

**Dual Enrollment SAC Equivalent: N/A**

**Prerequisite: N/A**

This course will explore the process of scenic design for the theatre and film worlds. Students will learn the basic skills to convey a scenic design, as well as how to convey creative ideas both visually as well as verbally. Students will leave this course having learned the basics of utilizing scenic design tools such as using scale rulers, reading ground plans, and creating elevations of scenic elements as well as create an introductory level model of a scenic design, while exploring creative ways to artfully create the world of the play.

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## INTRODUCTION TO TECHNICAL THEATRE

**OCSA Transcript Abbreviation: THEA 117 IntroTechThea**

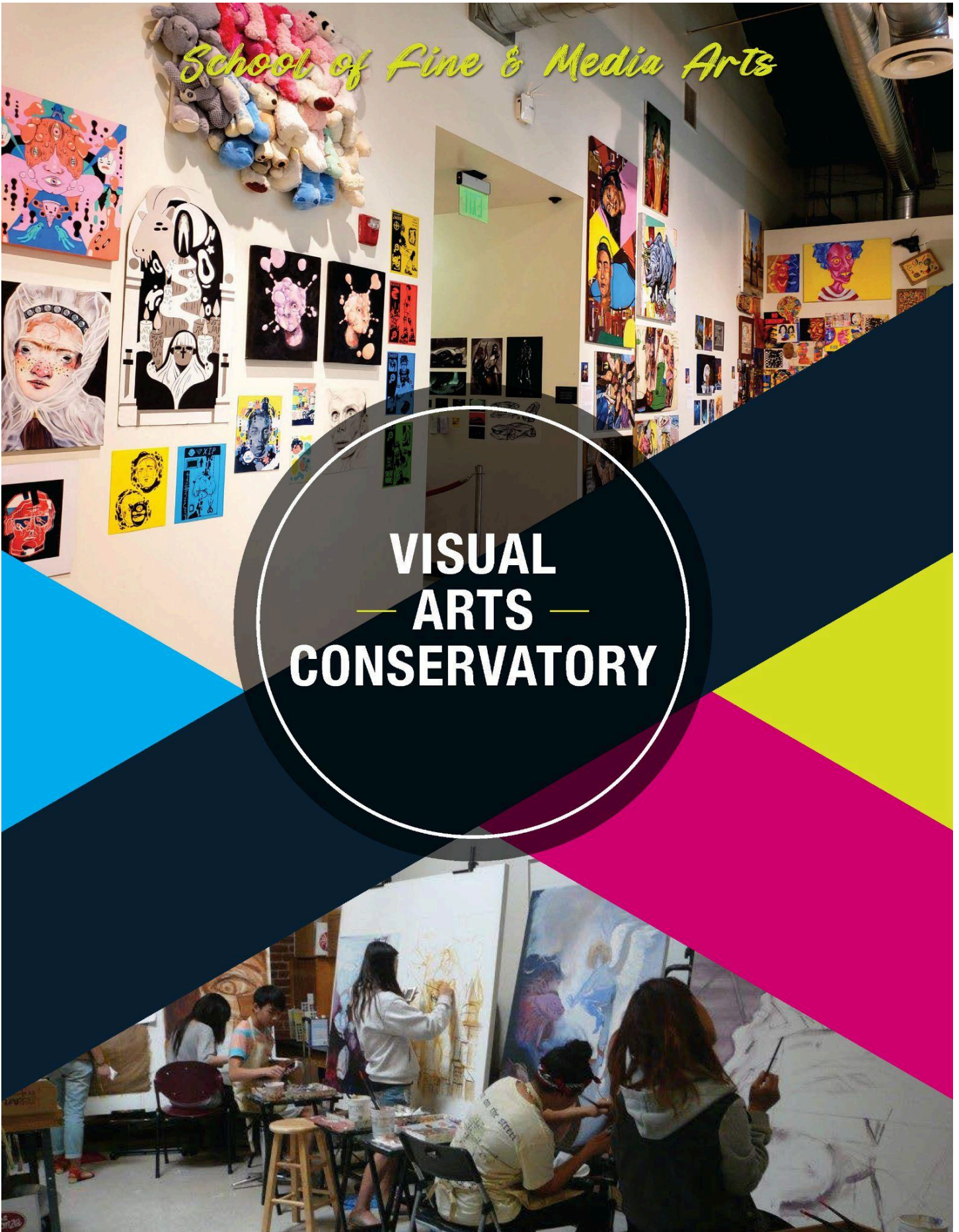
**Dual Enrollment SAC Equivalent: THEA 117 Introduction to Technical Theatre**

**Prerequisite: N/A**

This project-based course involves the study and execution of technical theatre principles. Students will learn the theatrical design and technical practices that apply to scenery, lighting, sound, costumes, make up, properties, and scene painting.

*School of Fine & Media Arts*

**VISUAL  
— ARTS —  
CONSERVATORY**



## CURRICULUM OVERVIEW

The Visual Arts Conservatory offers students (grades 7 through 12), the opportunity to learn new fine art studio techniques, as well as improve upon existing artistic skills. Students explore both traditional art-making methods and innovative, cutting-edge new art practices. Visual Arts students in grades 7, 8, and 9 follow a fixed curriculum of core requirement classes. Students then have the opportunity to choose from college level elective studio classes during grades 10, 11, and 12. Visual Arts students build a college-level art portfolio which reflects a personal narrative as well as talent, skill, creativity, craftsmanship and professionalism. The Visual Arts program is designed for students who love to make art of any kind, including drawing, painting, ceramics, metalworks, photography, and printmaking as well as digital design and digital illustration.

## LEARNING OUTCOMES

Upon completion of the Visual Arts Conservatory curriculum, students will have developed the skills to:

- Identify types of perspective, shapes, values and angles and illustrate those things
- Create a desired illustration/drawing, using line, value and color and good composition
- Use various drawing materials properly and blend to create shading
- Create a digital art piece from a concept sketch to a finished color work
- Set up a paint palette, use paint supplies properly and mix clean color
- Identify and draw basic human surface muscular anatomy and with accurate proportion
- See shapes, values and angles while observing the human model in the available light
- Understand various 2D and 3D concepts and explain related processes and vocabulary
- Understand and use Photoshop and Illustrator software
- Have critical thinking skills relevant to the discussion and analyzing of artworks
- Understand time management, creative development, and visual problem solving.
- Receive constructive criticism and direction by listening to the instructor, asking questions and modifying their visual works and performance accordingly

## CURRICULUM PATHWAY

- **CTE INDUSTRY SECTOR: Arts, Media and Entertainment**
- **CTE PATHWAY: Design, Visual, and Media Arts Pathway**

| Curriculum Pathway Course Titles |                                                        |
|----------------------------------|--------------------------------------------------------|
| Introductory:                    | BEGINNING 2 DIMENSIONAL DESIGN (7TH GRADE REQUIREMENT) |
|                                  | BEGINNING 3 DIMENSIONAL DESIGN (7TH GRADE REQUIREMENT) |

|  |                                                       |
|--|-------------------------------------------------------|
|  | ADVANCED 2 DIMENSIONAL DESIGN (8TH GRADE REQUIREMENT) |
|  | ADVANCED 3 DIMENSIONAL DESIGN (8TH GRADE REQUIREMENT) |
|  | BASIC DRAWING (9TH GRADE REQUIREMENT)                 |
|  | CERAMICS 1 (9TH GRADE REQUIREMENT)                    |
|  | BEGINNING COMPUTER GRAPHICS (9TH GRADE REQUIREMENT)   |
|  | BEGINNING WATERCOLOR (9TH GRADE REQUIREMENT)          |
|  | BEGINNING FIGURE DRAWING (10TH GRADE REQUIREMENT)     |
|  | BEGINNING OIL PAINTING (10TH GRADE REQUIREMENT)       |

|                      |                            |
|----------------------|----------------------------|
| <b>Concentrator:</b> | ANIMAL AND FIGURE DRAWING  |
|                      | PORTRAIT PAINTING          |
|                      | JEWELRY 1&2                |
|                      | DIGITAL PHOTOGRAPHY        |
|                      | MIXED MEDIA PRINTMAKING    |
|                      | ADVANCED DRAWING PROCESSES |
|                      |                            |

|                  |                              |
|------------------|------------------------------|
| <b>Capstone:</b> | ADVANCED CERAMICS            |
|                  | ADVANCED DIGITAL PAINTING    |
|                  | ADVANCED OIL PAINTING        |
|                  | ADVANCED PORTRAIT PAINTING   |
|                  | ADVANCED DRAWING PROCESSES   |
|                  | ADVANCED WATERCOLOR PAINTING |
|                  | SENIOR PORTFOLIO DEVELOPMENT |

| Singletons |                             |
|------------|-----------------------------|
|            | ACRYLIC PAINTING TECHNIQUES |

## COURSE DESCRIPTIONS

### 7<sup>TH</sup> GRADE TWO-DIMENSIONAL DESIGN

**Prerequisite: None**

This is a beginning level class that provides an overview of various two dimensional design, art materials, artistic techniques and art-related vocabulary. The class curriculum focuses on creating 7th grade level 2D art, understanding design planning and organization, utilizing color theory and the other elements of design such as composition, balance and linear quality. The focus is also craftsmanship and problem-solving. Students will create 2D artwork in a studio environment and complete a portfolio of at least 4 major projects that reflect learned skill levels and better craftsmanship than previous works.

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### 7<sup>TH</sup> GRADE THREE-DIMENSIONAL DESIGN

**Prerequisite: None**

This is a beginning level class that provides an overview of various three dimensional design art techniques and provides exposure to new artistic materials and allows the students to focus more on skill, design and craftsmanship. The class curriculum focuses on creating art in the third dimension, recognizing and understanding spatial planning, utilizing color theory and the elements of design. Also learning and implementing 3D Design vocabulary words. Students will create 3D artwork in a studio environment and complete a portfolio of at least 4 major projects.

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### 8<sup>TH</sup> GRADE ADVANCED TWO-DIMENSIONAL DESIGN

**Prerequisite: None**

This is a second level class that provides an overview of various two dimensional design art techniques , new media and provides exposure to new artistic approaches (different than 7<sup>th</sup> grade projects). The class curriculum focuses on creating advanced level 2D art, understanding design planning and organization, utilizing color theory and the other elements of design such as composition, balance and linear quality. The students should have an advanced level of 2D Design vocabulary. Students will create 2D artwork in a studio environment and complete a portfolio of at least 4 major projects that reflect heightened skill levels and better craftsmanship than previous works.

## 8<sup>TH</sup> GRADE ADVANCED THREE-DIMENSIONAL DESIGN

**Prerequisite: None**

This is a second level class that provides an overview of various three dimensional design art techniques and provides exposure to new artistic materials and allows the students to focus more on skill, design and craftsmanship. The class curriculum focuses on creating art in the third dimension, understanding spatial planning and organization, utilizing color theory and the elements of design. Also learning and implementing 3D Design vocabulary. Students will create 3D artwork in a studio environment and complete a portfolio of at least 4 major projects.

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## BEGINNING COMPUTER GRAPHICS (Photoshop and Illustrator Programs)

**9<sup>th</sup> Grade VA Requirement**

**Prerequisite: None**

This is an introductory class to digital art and digital design. Students will use Photoshop and Illustrator software to create various projects. Students will create on a Wacom digital drawing tablet using a stylus (digital pen). No prior experience or knowledge of digital tools is required. While creating each project, students will learn the basic elements of good design, composition and basic color theory as well as Photoshop tools and applications. Students will also learn keyboard shortcuts, and will focus on thinking and working digitally and will understand Photoshop and Illustrator interface options.

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## BEGINNING WATERCOLOR

**9<sup>th</sup> Grade VA Requirement**

**Prerequisite: None**

**H.S. | C.S.U. (f) | U.C. (f)**

This course is designed to introduce students to the fundamentals of painting and drawing with watercolor media. Students will learn the importance of color theory and clean transparent color, tonal development, resolution of form, and various types of paint application. The primary goal of the class is to give students the experience of "direct" paint application and to create an artistic foundation that will enable them to learn the more complex "layering" painting techniques of traditional watercolor and gouache painting. The students will understand the importance of creating a value study and a compositional study to test good design principles, prior to creating a final painting.

## BEGINNING CERAMICS

**9<sup>th</sup> Grade VA Requirement**

**Prerequisite: None**

**H.S. | C.S.U. (f) | U.C. (f)**

The emphasis of this class is on developing an understanding of the clay medium; clay construction and drying and glazing processes. This course will introduce the students to clay through the techniques of hand building, wheel throwing, as well as glazing, surface treatments, and firing. Students will learn the appropriate visual art and ceramic vocabulary terms. Students will learn to maintain studio standards and maintain ceramic studio equipment.

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## BASIC DRAWING

**9<sup>th</sup> Grade VA Requirement**

**Prerequisite: None**

**H.S. | C.S.U. (f) | U.C. (f)**

This course is designed to introduce students to the fundamentals of drawing, various pencil techniques, mark making and essential color and tonal development. 9<sup>th</sup> grade students will explore drawing as an independent dry media discipline and study the contemporary field of PhotoRealism drawing while continuing to develop a personal sense of imagery and mark-making. Students will keep a sketchbook as a tool for image and compositional development. Inks, powders, pencils and dry media will be used.

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## BEGINNING OIL PAINTING

**10<sup>th</sup> Grade VA Requirement**

**Prerequisite: None**

**H.S. | C.S.U. (f) | U.C. (f)**

This course is designed to introduce 10th grade students to the fundamentals of painting with oils and the importance of warm and cool color and tonal development, as well as creating form in light. The primary goal is to give students the experience of direct paint application and to create a foundation that will enable them to expand to the more complex and evolved layered techniques of traditional oil painting. The daily result of the class is less focused on finished work and more focused on experimentation and the raw experience of direct paint application from observation and pre-planned sketches. Students will be advised to keep a journal/sketchbook of the technical notes, artist research, color charts, and project concepts.

## BEGINNING FIGURE DRAWING

**10<sup>th</sup> Grade VA Requirement**

**Prerequisite: Basic Drawing**

**H.S. | C.S.U. (f) | U.C. (f)**

This beginning level 10<sup>th</sup> grade figure-drawing class is designed to introduce the 10<sup>th</sup> grade student to basic perceptual figure drawing skills by drawing directly from a live model and slides as well as drawing exercises and projects. The students will learn the basic knowledge of line, value, shape/volume, proportion, surface anatomy and gesture as well as learn a structured approach to drawing the human figure. The majority of class time will be spent drawing directly from a costumed model. The model will take various poses for varied lengths of time from one minute or less to 45-minute poses.

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## BEGINNING AND ADVANCED PORTRAIT PAINTING

**Upper Level Elective – Open to Grades 10, 11, and 12**

**Prerequisite: Beginning Oil Painting**

This painting course is designed to help advanced students improve their facial anatomy rendering skills to become more skillful portrait painters. Through examples, lectures and hands-on experience, students will learn how to mix and use color to resemble flesh and shadows and how to manipulate the oil paint medium to create desired effects. Oil paint will be used in traditional and nontraditional methods. Students will learn how to compose a painting by using the elements of line, shape, form, balance, tension, composition, color, and light. Finally, students will learn ways of observing and how to transform those observations into the visual language of paint and portraiture.

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## ADVANCED DRAWING

**Upper Level Elective – Open to Grades 10, 11, and 12**

**Prerequisite: Basic Drawing**

**H.S. | C.S.U. (f) | U.C. (f)**

This advanced drawing course is designed to challenge 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students to explore drawing as an independent discipline. Students will study various drawing styles throughout history and also the contemporary field of PhotoRealism drawing while continuing to develop a personal sense of imagery and intuitive mark-making. Students are encouraged to keep a sketchbook as a tool for image and concept development. Inks, powders, pencils and dry media will be used.

## **MIXED MEDIA ART/ PRINTMAKING**

**Upper Level Elective – Open to Grades 10, 11, and 12**

**Prerequisite: Basic Drawing**

**H.S. | C.S.U. (f) | U.C. (f)**

This course will focus on creating artwork using traditional art materials such as printmaking supplies, painting supplies, archival papers and balsa wood, as well as nontraditional art materials, such as recycled cardboard, upcycled collage papers and wire and paper clay. Students will be encouraged to use their artistic creative vision to explore 2D and 3D artworks that will explain emotion and personal ideas. Students will also examine different mixed media artists throughout history by viewing slideshows and videos and sharing essays and then work in those styles.

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## **ADVANCED OIL PAINTING**

**Upper Level Elective – Open to Grades 10, 11, and 12**

**Prerequisite: 10th Grade Oil Painting**

**H.S. | C.S.U. (f) | U.C. (f)**

This advanced painting course is designed to help students improve in oil technique applications and develop the skills necessary to become advanced painters and visual artists. Through examples, lectures and hands-on experience students will learn how to mix and use color and how to manipulate the plasticity of the medium to create desired effects. Oil paint will be used in traditional and nontraditional methods. Students will learn how to compose a painting by using the elements of line, shape, form, balance, tension, movement, color, light, and scale. Finally, students will learn ways of observing and how to transform those observations into the visual language of paint and imagery.

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## **METAL ARTS – JEWELRY 1 AND 2**

**Upper Level Elective – Open to Grades 10, 11, and 12**

**Prerequisite: N/A**

**H.S. | C.S.U. (f) | U.C. (f)**

Students will learn to saw and solder metal, form and color metal and create incredible 3-dimensional forms. This is a metals fabrication class, taught with demonstrative lectures, studio working, hands on demo instruction, personalized assistance and fabrication problem solving. Class will include large and small group discussions, project critiques and periodic informal critiques. This class uses hand tools, power tools and flame. Demos are open to all students.

## ADVANCED LIFE DRAWING

**Upper Level Elective – Open to Grades 10, 11, and 12**

**Prerequisite: Beginning Life Drawing**

**H.S. | C.S.U. (f) | U.C. (f)**

This advanced figure-drawing course is designed to build onto basic perceptual skills in terms of drawing and painting directly from a live model and through drawing exercises or projects. The student will review basic knowledge of the elements of art: line, value, shape/volume, texture. This course is directed towards giving the student a structured approach to drawing the figure. The majority of our class time will be spent drawing directly from a costumed model. The model will assume various poses for varied lengths of time from one minute or less to two-hour poses.

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## ACRYLIC PAINTING

**Upper Level Elective – Open to Grades 10, 11, and 12**

**Prerequisite: 10th Grade Oil Painting**

**H.S. | C.S.U. (f) | U.C. (f)**

This painting course is designed to help students learn new acrylic painting techniques and further develop the skills necessary to become advanced painters and visual artists. Through examples, lectures and hands-on experience, students will learn how to mix and use water-based acrylic color and how to manipulate the polymer plasticity of the medium to create desired effects. Acrylic paint will be used in traditional and nontraditional methods. Students will learn how to compose a painting by using the elements of line, shape, form, composition, color and light. Finally, students will learn ways of observing and how to transform those observations into the visual and stylized language of paint.

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## ADVANCED DIGITAL PAINTING

**Upper Level Elective – Open to Grades 10, 11, and 12**

**Prerequisite: Beginning Computer Graphics**

**H.S. | C.S.U. (f) | U.C. (f)**

This class builds upon the 9<sup>th</sup> grade Introduction to Graphic Design class and focuses on using Adobe Photoshop as a digital design and digital painting medium and platform. Students gain experience with using the digital drawing tablet and learn how traditional art techniques can translate into Photoshop. The class focuses on learning the many different types of digital brushes and predetermined color palettes within the Adobe forum. Students also learn how to further manipulate color theory, composition, and elements of design into imagery that has a high impact in the commercial and retail markets. Students will also learn keyboard shortcuts, and will focus on thinking and working digitally and will understand Photoshop and Illustrator interface options.

