

# Dance Focus

## Description

The Academy for the Fine Arts Dance Focus caters to students with a passion for dance who demonstrate an interest to excel. Prior training is valued, however, emphasis is placed on a student's potential to grow as an artist. Students should be able to physically and verbally express their passion for the art of dance, show a strong desire to work diligently on technique, display a willingness to accept discipline and/or positive correction, exhibit flexibility, a natural sense of movement, and musicality, have an innate ability to follow directions, maintain a positive attitude at all times, and demonstrate the physique and stamina appropriate for rigorous dance.

Academy Dance Focus students will study Dance Technique and Performance, Dance Composition, Dance History and Criticism, and Kinesiology and Health. In addition, emphasis will be placed on preparing students for life after high school as they explore dance professions and prepare for auditions and interviews. In the third year of the Academy Dance Focus, students will complete both an Internship and Capstone project that allows them to extend and demonstrate what they have learned throughout their time at the Academy.

## Course Sequence

### Year 1

#### Dance Technique and Composition I

This course emphasizes rigorous training to develop and extend the artistic, affective, cognitive, and psychomotor potentials of the student. The student will be provided with opportunities to explore and perform ballet, jazz, modern, world and theatrical dance forms. Focus will be on enhancing technique in regards to alignment, flexibility and strength with the goal of honing a student's ability to retain and explore movement phrases. In addition, students will study and enhance performance skills while implementing techniques learned in the classroom in a variety of performance venues.

#### Dance History and Criticism I

In this course, students explore dance personalities with specific choreographic and artistic ideas through their writings, videotapes of their dances, and by creating dance studies that are based on their ideas. Students will study dance trends and genres as they relate to world events while exploring the place and importance of dance in various cultures throughout history. In addition, students will become dance critics as they analyze the aesthetic elements of dance performance through a critical mindset. Students will relate work in Dance Composition directly to Dance History and Criticism studies so that the students complete written work as well as create dance projects based on historical trends and personalities.

#### Dance Kinesiology and Health

In this course, students will examine the structure and function of skeletal and muscular systems. (Kinesiology is the study of the body in motion through examination of how the skeleton, joints and muscles move and function.) Students will examine and evaluate their own muscular flexibility and strength. From this examination, each student will summarize strengths, limitations, muscle tension and flexibility that will be used to create a personal conditioning plan. Students will also explore and apply principles of body alignment, explore how muscles and joints work in motion, increase flexibility and range of muscle and joint motion, examine anatomical and connectivity relationships to the execution of movement, examine ways improving overall strength and flexibility influence dance technique, promote greater body awareness and concentration and encourage self-responsibility and autonomy. Healthy lifestyles will be explored as they relate to dancer nutrition and overall health.

### Year 2

#### Dance Technique and Composition II

#### Dance History and Criticism II

#### Dance College and Career Readiness

This course is designed to concentrate on College and Career Readiness by working on the following: an artist statement or biography, a one-page resume, two to three solos for audition purposes, development of interview skills, and exploration of college, conservatory, and university programs in dance and other related fields of study. In addition, the course is designed for the students to investigate, research, and develop proposals for projects, internships, and/or choreography for the Capstone Project for the student's third year.

### Year 3

#### Theories and Practices in Content

In this course, students complete final studies in selected disciplines of their focus area and complete projects and tasks that prepare the student for the post-secondary experience. Project based learning takes place with the guidance of the instructor and should demonstrate an understanding of current trends, opposing viewpoints, career pathways, and best practices of the selected topics through research, collaboration, interaction with professionals, field study, and presentations. Artifacts from projects and current issues in the arts will be addressed through regular discussion groups with other third year AFA students.

#### AFA Internship

Students explore career opportunities that they may consider studying in a post-secondary setting. Students are placed for one semester with adult mentors to explore the responsibilities, benefits, advantages, and disadvantages of a career choice. Each school's Transition Education Teacher-Coordinator serves as a conduit between the school and internship site. Each student will be paired with a faculty advisor. An approved project is completed during the internship and requires the demonstration of both oral and written communication skills.

#### AFA Capstone Project

The capstone experience may be connected to the mentor/internship; a research project; a career-related project; an arts, media or information resource design portfolio; the preparation and performance at a competition/festival/exhibition; or leadership of a school/community initiative. The capstone experience must be planned and approved in accordance with a teacher mentor and/or business partner upon completion of the application. Students must complete and submit an Application a Capstone Experience Description and a Capstone Experience Agreement. Capstone experiences will be assessed by the mentor teacher, and/or a small group consisting of academy leaders, teachers and/or professionals from the community.



## Typical Activities

- Masterclasses with professionals
- Trips to view professional productions
- Participation in the Maryland, Regional and National High School Festivals
- Participation in the FCPS Dance Showcase
- Collaboration with other AFA Focus Areas
- Visits to colleges and universities
- Coaching for college audition preparation
- AFA Recitals and Showcases

## Audition Requirements

- Online Application at [www.fcpsartsacademy.org](http://www.fcpsartsacademy.org)
- Group Class
- Prepared Solo
- Interview

Stephanie Weigelt: Dance Instructor  
[stephanie.weigelt@fcps.org](mailto:stephanie.weigelt@fcps.org)  
240-236-8227



Frederick County Public Schools

# Theater Focus

## Description

The Theatre Focus within the Academy for the Fine Arts provides students with the opportunity to develop the foundations introduced in beginning theater programs at their home schools. Coursework emphasis for year one and year two students is on theater history, theatre criticism, character development, script analysis, vocal techniques, movement philosophies, acting training philosophies, acting techniques, script writing, theatre business, auditioning and the preparation for a student entering college as a theatre major, particularly with workload expectations and rigor. Students in the program are required to attend evening showcases, performances and extra appearances. Please note, showcase dates are mandatory and are an essential part of the curriculum. Dates for all events are available on the first day of the class and on the AFA website. After school rehearsals will be held to a minimal amount to allow students to participate in their home school's drama opportunities. All students who attend the Theatre Focus are expected to participate in their home school's theatre productions and theatre activities.

## Course Sequence

### Year 1

#### Theatrical Literacy, History and Criticism

Each semester this class will focus on a chosen Western theatrical history, drama and practices of an instructor chosen time period. Students will study the social, political, musical, cultural and historical influences of the instructor chosen time period to understand the context in which that theatre was created. Likewise, they will explore the means by which theatre was produced and practiced during the chosen time period that may include one or more of the following focuses: theatre companies, acting styles, actors, playwrights, and producers. They will also study the dramatic literature of this instructor chosen time period that will include a critical analysis of at least two texts that represents the instructor chosen time period. Students will also write several critical analysis pieces each semester that will include: at least two live performance reviews approved by the instructor; two film reviews of Academy Award winning performances; and various journals and response pieces. All writing completed in the course will use appropriate MLA formatting and rules. The class also consists of a performance lab of a Shakespearean text.

#### Voice and Movement I

The focus of the Voice and Movement I class is to create a greater awareness of and connection to the actor's natural voice and physical body. Further, it is to free that natural voice toward greater psychological and physical connections and improved self-awareness, imagination, expressiveness and embodiment. Students will focus on breath and vocal production, opening the physical channels of communication, exploring physical alignment, and releasing tension to begin to build vocal strength and connect the voice to creative impulses. The first year will introduce basic diction and projection skills, refining the actor's use of their voice through deepening their experience of resonance along with clarifying vowel and consonant articulation. Basic elements of speech will be explored to help the actor bring vocal clarity, energy and point of view to any text. Movement in year one will focus on the fundamentals of body awareness and control, sense, and awareness through movement. Students will discover body mechanics, physical alignment, connection to breath, and self-awareness.

#### Writing for Stage and Film I

Writing for stage and screen provides a chance to explore dramatic writing in a number of different ways. The class includes theatre games and improvisation activities, which illustrate narrative techniques particular to the Playwriting genre. Students read and analyze a number of plays, and apply points of craft to their own work. After experimenting with various writing exercises, students write and revise a ten to 30 minute one-act play, which is then workshopped both in class, and during individual conferences, and, finally, submitted in the young playwrights competition through CenterStage Baltimore.

#### Methods and Techniques I

Methods and Techniques focuses on the many different methods and philosophies of actor training, including (but not limited to) Stanislavski, Stella Adler, and Practical Aesthetics. Through the use of published plays, students will ascertain a practical understanding of terms such as action, objective, tactic, obstacle, conflict, intention, motivation, and "beat." Particular emphasis will be given to ensemble-building, imaginative play, enlarging creativity, memorization techniques, and building self-confidence.

#### Theatre Business I

This class concentrates on choosing contemporary and classical monologues best suited for an audition. The class will explore the audition process itself; how to find work as an actor and insights into the day to day workplace of theatre, television, film and commercials. The class will also discuss cold readings, creating showcases, voice-overs, meeting agents, contacting agencies, pictures & resumes, mailings and life as an actor professionally and regionally. Students may "cold read," prepare assigned material, receive directorial adjustments, or be put through their paces in mock callbacks. Students will spend time on the collegiate selection process along with preparation and expectations for the college application and audition process.

### Year 2

#### Theatrical Literacy, History and Criticism II

#### Voice and Movement II

#### Writing for Stage and Film II

#### Methods and Techniques II

#### Theatre Business II

### Year 3

#### Theories and Practices in Content

In this course, students complete final studies in selected disciplines of their focus area and complete projects and tasks that prepare the student for the post-secondary experience. Project based learning takes place with the guidance of the instructor and should demonstrate an understanding of current trends, opposing viewpoints, career pathways, and best practices of the selected topics through research, collaboration, interaction with professionals, field study, and presentations. Artifacts from projects and current issues in the arts will be addressed through regular discussion groups with other third year AFA students.

#### AFA Internship

Students explore career opportunities that they may consider studying in a post-secondary setting. Students are placed for one semester with adult mentors to explore the responsibilities, benefits, advantages, and disadvantages of a career choice. Each school's Transition Education Teacher-Coordinator serves as a conduit between the school and internship site. Each student will be paired with a faculty advisor. An approved project is completed during the internship and requires the demonstration of both oral and written communication skills.

#### AFA Capstone Project

The capstone experience may be connected to the mentor/internship; a research project; a career-related project; an arts, media or information resource design portfolio; the preparation and performance at a competition/festival/exhibition; or leadership of a school/community initiative. The capstone experience must be planned and approved in accordance with a teacher mentor and/or business partner upon completion of the application. Students must complete and submit an Application a Capstone Experience Description and a Capstone Experience Agreement. Capstone experiences will be assessed by the mentor teacher, and/or a small group consisting of academy leaders, teachers and/or professionals from the community.



## Typical Activities

- Masterclasses with professionals
- Trips to view professional productions
- Participation in the FCPS Theater Festival
- Collaboration with other AFA Focus Areas
- Visits to colleges and universities
- Coaching for college audition preparation
- Performances of standard and student-created works
- AFA Showcases

## Audition Requirements

- Online Application at [www.fcpsartsacademy.org](http://www.fcpsartsacademy.org)
- Prepared Monologue
- Cold Reading in Small Groups
- Improvisation Activities
- Interview

Kristen Ion: Theater Instructor  
[kristen.ion@fcps.org](mailto:kristen.ion@fcps.org)  
240-236-8288



Frederick County Public Schools

# Visual Art Focus



## Typical Activities

- Masterclasses with professionals
- Trips to view professional works
- Participation in the FCPS Youth Art Month
- Art Show in a Downtown Frederick Gallery
- Visits to colleges and universities
- Coaching for college portfolio preparation
- AFA Showcases

## Audition Requirements

- Online Application at [www.fcpsartsacademy.org](http://www.fcpsartsacademy.org)
- Art Portfolio Review
- Interview

Beth McFarland: Art Instructor  
Beth.McFarland@fcps.org  
240-236-8348

Jason Patellis: Art Instructor  
Jason.patellis@fcps.org  
240-236-8344



Frederick County Public Schools

## Description

The Visual Arts Focus caters to students with a passion for art who demonstrate an interest to excel. Prior training is valued, however, emphasis is placed on a student's potential to grow as an artist. Students should be able to physically and verbally express their passion for their chosen medium, show a strong desire to work diligently on technique, display a willingness to accept and learn from critique, and exhibit flexibility.

Academy Visual Art Focus students will study Art History, studio techniques, and will participate in group discussions that emphasize skills in discussing and critiquing art through research based analysis. In addition, students always have the freedom to explore new mediums while refining their craft in their chosen area. In the third year of the Academy Dance Focus, students will complete both an Internship and Capstone project that allows them to extend and demonstrate what they have learned throughout their time at the Academy.

## Course Sequence

### Year 1

#### Journeys Through Art Styles

Students pursue college-level art styles, theories, and applications. Working with slides, notes, research, and supplementary texts and materials, students will be able to identify, analyze, interpret, and evaluate artworks. Students explore the chronological development of art from early beginnings through the modern world. \*

*NOTE: First Year Seniors will take FCC Art 104 instead of Journeys.*

#### AP Studio Art

Students pursue college-level art studio studies following a curriculum provided by the Educational Testing Service (ETS). Working independently, they develop a drawing portfolio (including slides that must be taken by the student) to be submitted to the ETS for evaluation (using a 1-5 scoring rubric) and possible college credit. Students who earn a portfolio score of 3 or higher may receive three college credits.

#### Visual Art Thesis

This research driven course is designed to provide all AFA Visual Arts students with an understanding of how to document, practice, experiment, and revise their art making. Students will learn to formulate questions based on their own experience and ideas, and guiding questions should be documented and further developed by students throughout their art making. Through process documentation, students will gain new insights and learning on a wide range of subject matters. Students will also make connections and interconnections, ask and answer new research questions, explore old research questions in new ways, and build an understanding across similarities and differences. From their process documentation of thinking and making, students will be required to select images and writing to include in their final AP Portfolio.

#### Advanced 2-D Art

Students design and produce a wide variety of advanced individual and independent artworks in all phases of drawing and painting, advancing their personal artistic vision and style. Students study various artists, the elements of art and principles of design, and apply aesthetic criteria when critiquing artwork. Assignments provide students an opportunity to develop a quality portfolio for use in pursuing college and university study or a career in the arts. There are visits by professional artists, the exploration of art careers, gallery and studio tours, and individual and group art shows. Artworks are to be maintained in a purchased portfolio. Idea sketches, handouts, notes, and written critiques and self-evaluations are organized in an artist's book, journal, or notebook.

### Year 2

#### FCC Art 104 (Art History I)

This course is high school based dual enrollment through Frederick Community College. Taught by an AFA staff member, Students pursue college-level western art history studies. Working with slides, notes, research, and a variety of college level art history texts and supplementary materials, students are able to identify, analyze, interpret, and judge artworks from all phases of civilization. Students who enroll for Dual Enrollment credit and pass the course receive 3 college credits.

#### AP Studio Art II

#### Visual Art Thesis II

#### Advanced 2-D Art II

### Year 3

#### Theories and Practices in Content

In this course, students complete final studies in selected disciplines of their focus area and complete projects and tasks that prepare the student for the post-secondary experience. Project based learning takes place with the guidance of the instructor and should demonstrate an understanding of current trends, opposing viewpoints, career pathways, and best practices of the selected topics through research, collaboration, interaction with professionals, field study, and presentations. Artifacts from projects and current issues in the arts will be addressed through regular discussion groups with other third year AFA students.

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#### AFA Capstone Project

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# Music Focus

## Description

The music focus is highly recommended for students who are seeking to understand music at a deeper level and how it applies to the other arts. Excellent candidates for this program demonstrate a strong work ethic, advanced performance skills, dedication and leadership in their current school ensembles, and desire a variety of solo and ensemble experiences. Students who wish to pursue this focus are actively seeking out new challenges, a rigorous program of study, and an intimate and collegial learning environment. It is not necessary to desire to major in music to be a part of this program. Many former music students go on to major in a variety of fields. Students who select the music focus at the AFA will receive in-depth training with other highly motivated students as well as authentic field experiences. The rigorous course load and frequent performance experiences prepare students to successfully enter college regardless of their major. Throughout their time at the Academy, students will study music theory, music technology, music history, and piano, as well as prepare several solo and ensemble pieces. Students will also experience masterclasses by talented professionals, participate in college visits, and travel to cultural hubs like New York City to enjoy professional performances and get a taste of what it takes to become a professional in the arts. The goal of the music focus is to develop independent musicians who actively and effectively perform, create, and respond to all facets music by examining music's connection to their personal lives as well as society.

## Course Sequence

### Year 1

#### Music History I

Students study a variety of music styles, broad outlines of musical history and cultural context, interrelationships of musical elements, and vocabulary for describing musical events and interactions. Emphasis is given to the development of perceptive, detailed listening skills and the ability to intelligently discuss musical observations and patterns.

#### Piano I

Students learn and practice basic piano techniques and music reading skills in group lab settings as well as individualized study. They practice, rehearse, and perform a variety of piano literature, written at appropriate performance-grade level. In addition, students develop the ability to understand, appreciate, perceive, create, and respond to music through balanced instruction that includes studying works from historical, aesthetic, and critical perspectives. Prior piano experience, while helpful, is not required.

#### FCC MUSC 111 and 106 (*Music Theory I and Aural Skills I*)

Students learn the foundations of music theory including scales, keys, intervals, and chords. Students then apply this knowledge as they learn basic voice leading practices while analyzing typical forms and structures. Students also learn sight singing and ear training along with rhythmic dictation as they train their ears to recognize common musical patterns. A passing grade in these courses results in four college credits from FCC.

#### Music Technology I

Students become more familiar with a variety of software programs and hardware options available in the field of music. They also continue to learn and practice techniques for manipulating music within the software programs (e.g., editing and arranging) and are mentored in the skills necessary to continue their studies in music theory and composition. Students design and develop independent projects/products in which they apply skills and techniques to new situations and problems at an increasingly independent level. They also continue to practice effective oral and written argumentation skills in the areas of presentation and critical analysis.

#### Advanced Music Studies

This course integrates material studied in theory and history and improves individual musicianship through solo and ensemble performance, group discussion, study of effective practice and rehearsal techniques, and reflective analysis of performance literature. Assessments for this class involve performances outside of the normal school day. Demonstration of essential performance technique on scales, etudes, and sight reading will be regularly assessed. Professionals will periodically be brought in to conduct masterclasses and clinics.

### Year 2

#### FCC MUSC 107 and 112 (*Music Theory II and Aural Skills II*)

This course is high school based dual enrollment through Frederick Community College. Students continue their study of music theory by analyzing 7th chords and extending their knowledge of harmonic analysis and voice leading through more complicated progressions. Students continue to develop their ears through melodic, rhythmic, and harmonic singing and dictations exercises.

#### Music History II

#### Piano II

#### Music Technology II

#### Advanced Music Studies II

### Year 3

#### Theories and Practices in Content

In this course, students complete final studies in selected disciplines of their focus area and complete projects and tasks that prepare the student for the post-secondary experience. Project based learning takes place with the guidance of the instructor and should demonstrate an understanding of current trends, opposing viewpoints, career pathways, and best practices of the selected topics through research, collaboration, interaction with professionals, field study, and presentations. Artifacts from projects and current issues in the arts will be addressed through regular discussion groups with other third year AFA students.

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## Typical Activities

- Masterclasses with professionals
- Trips to view professional performances
- Performances at community events and festivals
- Visits to colleges and universities
- Coaching for college audition preparation
- AFA Showcases and Recitals
- Release of and original album

## Audition Requirements

- Online Application at [www.fcpsartsacademy.org](http://www.fcpsartsacademy.org)
- Performance of Prepared Literature
- Sight Reading or Singing
- Interview

Jonathan Kurtz: Instrumental Instructor

[Jonathan.kurtz@fcps.org](mailto:Jonathan.kurtz@fcps.org)

240-236-8352

Dr. Kathleen Taylor: Vocal Instructor

[Kathleen.Taylor@fcps.org](mailto:Kathleen.Taylor@fcps.org)

240-236-8351



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