

OUR HERITAGE



NEW YORK CITY SPECIALIZED HIGH SCHOOL: THE "FAME" SCHOOL

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

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

Applicants are admitted via a New York State-mandated admissions process based on a competitive audition and a review of student records. This process helps foster student success in both the challenging arts and academic programs. The school's 2,600 students are drawn from all five boroughs and reflect the diverse composition of New York City. Each year, approximately 700 students are admitted from more than 9,000 applicants, making LaGuardia Arts one of the most selective New York City public high schools.

A LEGACY SUPPORTED BY ALUMNI

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

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

AWARDS AND RECOGNITION

LaGuardia Arts is the only Specialized High School to earn the highest rating of "A" on the Progress Report and the top status of "Outstanding" on the School Quality Review.

LaGuardia Arts was recognized by the National Arts Council for being one of only five schools nationally that have had dance finalists in the Presidential Scholars competition for twenty-five consecutive years, and we boast more Dance finalists than any other school in the nation. Our students have been recipients of the following prestigious awards in Theater: Drama Desk Excellence in Acting, American Theater Wing Isabelle Stevenson Award; in Music: Essentially Ellington, BMI Foundation, Bertelsman awards; in Art: Scholastic and Rothko awards. Our students also excel in academic competitions, being named finalists, for example, in English and the social sciences. LaGuardia Arts students have also been named as William Byrd Scholars, Advanced Placement Scholars and Advanced Placement Scholars with Honors.

SCHOOL PROFILE

COMPREHENSIVE EDUCATIONAL PLAN

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

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

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

GRADUATION RATE AND REQUIREMENTS

Our Graduation Rate is consistently over 98%. Over 75% of our graduates earn an Advanced Regents or an Advanced Regents with Honors Diploma. Qualification for a New York City diploma requires students to meet the Department of Education and State academic requirements. Qualification for a studio endorsement requires students to meet the special requirements of their studio. Depending on their studio area, students pass either a comprehensive written examination or exhibit a satisfactory level of performance.

ADMISSION CRITERIA

Students are admitted as freshmen and sophomores via a State-mandated admissions process based on a competitive audition and a review of student records. The review of student records includes: English (80-100), Math (80-100), Social Studies (80-100), Science (80-100); Standardized Test Scores: English Language Arts Level(s) 2-4, Math Level(s) 2-4; Review of Attendance and Punctuality; and a writing sample.

Students must be residents of the City of New York at the time of their audition. For additional information, please see the *Specialized High Schools Student Handbook* and visit www.LaGuardiaHS.org.

PRE-CONSERVATORY PROGRAM

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

STUDENT LIFE

TYPICAL STUDENT SCHEDULE

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

COLLEGE PREPARATION

Our full-time College Office Director supervises a staff of ten who are specialists in assisting students package their unique skills and background to be successful applicants at the most prestigious colleges, universities, and conservatories.

In addition, our four-year Studio programs enable LaGuardia Arts students to develop strong relationships with faculty members. As a result, we are unique in our ability to write personal, meaningful recommendations to colleges, universities and conservatories. Over 98% of our students go on to post-secondary education.

STUDENT RANKING

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

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

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

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

STUDENT LIFE

EXTRA-CURRICULAR/ CO-CURRICULAR ACTIVITIES

Over 40 different social and cultural clubs are active at LaGuardia Arts. School-sponsored activities and organizations include: Yearbook, Lively Arts Literary Magazine, Student Government Organization, School-wide Musical Theater Production, Art Exhibitions, Drama Festivals, Opera Productions, Orchestral and Vocal Concerts, and Dance Concerts. Our students are also invited to participate in many special events and performances throughout the area.

Some of our clubs are...

All the World's a Stage	Japanese Club
ARISTA	Model UN (United Nations)
Aspira	National Language Honors Society
Claymazing	Red Cross Club
Disney VoluntEars	Relay For Life
Environmental	Shamisen Club
Film Club	Social Action Club
Gay/Straight Alliance	Splashes of Hope
Girls Learn International	Ukulele For Good
Harry Potter Club	

SPORTS AND TEAMS

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

Boys Teams

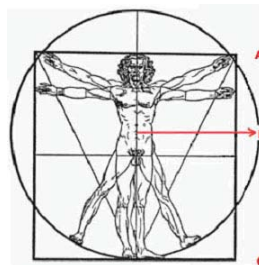
Fall	Winter	Spring
Cross Country	Basketball	Baseball
Fencing	Gymnastics	Track, Outdoor
Soccer	Track, Indoor	Volleyball

Girls Teams

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

THE DAVINCI SCHOLARS PROGRAM

A Four-Year After-School Enrichment Program in Science for Highly-Motivated and Academically Gifted Students



Mission

- To provide students with:
- Challenging academic experiences that better enable them to realize their full potential
 - Personal support that addresses their unique needs and aspirations

Features

The highlights of the DaVinci Scholars Program include:

- Activities that foster critical thinking; research; and special projects
- Field trips to research facilities and museums
- Seminars by visiting researchers
- Summer institutes and research opportunities in colleges and universities

ACADEMIC RIGOR

HONORS AND ADVANCED PLACEMENT COURSES

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

English

English Language/Composition
English Literature/Composition

Math

Calculus AB
Calculus BC
Statistics

History

U.S. History
World History

Foreign Language

French
Japanese
Spanish
Italian

Science

Biology
Chemistry
Environmental Science

Studio

Art History
Music Theory

Not all courses are offered each year.

ACADEMIC DEPARTMENTS

ENGLISH

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

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

The ELA curriculum includes the following components each term:

- Studying three or four major works (novels, dramas, and memoirs) in addition to short stories, poetry, and non-fiction essays.
- Producing a variety of writing products, including: reading responses, expository essays, reflective essays, literary essays, research papers, poetry, monologues, and dialogues.

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

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

ACADEMIC DEPARTMENTS

Course Offerings

Grade 9

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

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

Reading Workshop - A supplementary English course for students who need to build literacy skills. The course follows the workshop model and supports student reading and writing across the disciplines. Class size is reduced.

Grade 10

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

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

Writing Workshop - This course is designed to assist students who have demonstrated writing challenges and need to focus on writing skills. Students read literature, but the emphasis of the course is on improving writing skills. Writing in the computer lab is scheduled weekly, and students work on the various tasks and skills required on the ELA Regents.

Grade 11

English 5 and 6 - American literature is the focus of the junior curriculum with a theme that explores what it means to be American, the role of literature in shaping the American

identity, and the power of the American dream. Students are exposed to research skills and develop deeper analytic thinking and writing skills. In addition to analytic literary essays, students produce reading responses and creative assignments. Literature studied includes: plays by Miller and Williams; novels by Hawthorne, Chopin, Twain, Wharton, James, Hurston, Wright, Fitzgerald, Steinbeck, and Ellison; and a variety of poems.

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

Writing Workshop - This course is designed to assist students who have demonstrated writing challenges and need to focus on writing skills. Students read literature, but the emphasis of the course is on improving writing skills. Writing in the computer lab is scheduled weekly, and students work on the various tasks and skills required on the ELA Regents.

Grade 12

English 7 - World literature is the focus of the senior fall term and covers literature from all continents, including writers like Aristotle, Sophocles, Flaubert, Marquez, Dostoyevsky, Ibsen, Saikaku, Kafka, Sartre, Hesse, Allende, and Yoshimoto. Students work on their college application essay, write a research paper, and produce comparative literary essays.

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

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

FOREIGN LANGUAGE

Journalism: Theory and Practice - This elective course is available to seniors interested in studying journalism and writing for and helping produce the school newspaper, *State of the Arts*. In addition to reading from *The New York Times* daily to be current with the “news,” students explore different concepts in regard to the history and purpose of journalism and study one to two major pieces of literature.

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

Writing Workshop - This course is designed to assist students who have demonstrated writing challenges and need to focus on writing skills. Students read literature, but the emphasis of the course is on improving writing skills. Writing in the computer lab is scheduled weekly, and students work on the various tasks and skills required on the ELA Regents.

Library and Media Center

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

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

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

Course Offerings

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

Course Offerings - Japanese

Year 1

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

Year 2

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

Year 3

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

ACADEMIC DEPARTMENTS

Year 4

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

Romance Language Course Offerings

Year 1

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

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

Year 2

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

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

Year 3

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

The third year of Romance Language study culminates in a Regents examination. Much of third year is a review of first and second year grammatical items. In addition to past grammar and vocabulary, the subjunctive and conditional tenses are studied. Regents preparation is built into this third year course. For the Regents examination, students are expected to hold two separate conversations with their teacher entirely in the target language. In addition, the test evaluates reading, listening and writing skills.

Year 4

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

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

HEALTH AND PHYSICAL EDUCATION

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

Course Offerings

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

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

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

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

ACADEMIC DEPARTMENTS

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

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

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

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

functions, absolute value, and exponential functions are studied. Coordinate geometry is integrated into this course as well as data analysis, including measures of central tendency and lines of best fit. Elementary probability, right triangle trigonometry, and set theory complete the course. Students will take the Integrated Algebra Regents examination at the conclusion of this course.

Geometry - This is the second course in mathematics for high school students. In this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways that their conclusion follows logically from their hypothesis. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and dilations will be taught. Properties of triangles, quadrilaterals and circles will be examined. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics. Students will take the Geometry Regents examination at the conclusion of this course.

MATHEMATICS

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

Course Offerings

Integrated Algebra - This is the first mathematics course in high school. The completion of this course -- 1 to 2 years -- depends on the entry level of the student. Algebra provides tools and develops ways of thinking that are necessary for solving problems in a wide variety of disciplines such as science, business, and fine arts. Linear equations, quadratic

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

Sample Mathematics Sequencing

	2-Year Algebra Sequence	1-Year Algebra Sequence	Students having passed Math A or Int. Algebra Regents in 8th Grade
Grade 9	Integrated Algebra	Integrated Algebra	Geometry
Grade 10	Integrated Algebra	Geometry	Algebra 2 / Trigonometry
Grade 11	Geometry	Algebra 2 / Trigonometry	Pre-Calculus or AP Calculus AB
Grade 12	Algebra 2 / Trigonometry		AP Calculus AB or AP Calculus BC or AP Statistics

SCIENCE

Pre-Calculus - This course includes a complete study of functions, both graphically and algebraically. Additional topics may include: analytic geometry, polar coordinates, sequences and series, systems of equations, matrices, probability, and statistics. Students become proficient in the use of the graphing calculator. This course is designed to prepare students for Calculus AB, Advanced Placement Course in addition to the SAT Mathematics Level 2 Subject Test.

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

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

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

The Science Department is committed to expanding students' understanding and appreciation of the natural world around them and providing hands-on laboratory experiences that connect theory and the real world. All science courses are full-year courses and include laboratory experiences. All students must complete three years of Science and pass a Regents examination.

Sequencing (Flow of Science Courses)

Placement in most courses is dependent upon a student's math and science level. In addition, it is recommended that a student take calculus concurrently with physics. Ninth grade students are programmed for The Living Environment: Biology, unless they have passed the Regents examination, in which case they will be programmed for either Earth Science or Chemistry, depending on the student's math level.

Sample Science Sequencing

Grade 9	Living Environment: Biology
Grade 10	Chemistry or Earth Science
Grade 11	Physics or Forensics
Grade 12	AP Biology, AP Chemistry, or AP Environmental

Course Offerings

Regents Courses

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

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

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

Mathematics Regents Examinations

Students must score a minimum of 65 on the examinations that qualify them for either a Regents Diploma or an Advanced Regents Diploma.

Regents Diploma
65 or above on any Math Regents

Advanced Regents Diploma
3 Exams
Integrated Algebra
Geometry
Algebra II/Trigonometry

ACADEMIC DEPARTMENTS

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

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

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

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

Non-Regents Electives

These courses may be taken by juniors and seniors only after they have passed two Regents courses. All science courses are full-year courses.

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

Chemistry, Advanced Placement - The college-level course encompasses stoichiometry, matter, atomic structure, bonding, solution chemistry, periodicity, kinetics, equilibrium, acids and bases, redox, and electrochemistry. Students must be highly motivated and expect to engage in recitation and laboratory lessons. This course also includes frequent class exams, midterm, final exam, class participation and

comprehensive laboratory reports. Pre-requisite: Regents Chemistry and Algebra 2 and Trigonometry. This is a one-year course that meets for a double period daily. Students must commit to completing the entire year and taking the AP examination.

Environmental Science - This course combines the chemistry of abiotic factors with the requirements and effects of various populations. Upon completion of integration of the sciences, students will research current environmental challenges and develop group solutions. Special field research opportunities with The New York Conservancy and other New York City venues are included in the laboratory component. This course does not culminate in a Regents examination. This course meets five periods per week.

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

Forensics - This course is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis in complex reasoning and critical thinking. In addition, students will have an opportunity to critically think through and formulate problems, identify and investigate probable solutions, properly collect and scientifically evaluate data, record results and draw logical conclusions based on the evidence, apply data to the given authentic situations, evaluate the most effective means of delivering the information and communicate the results of the work. This course meets five periods per week.

SOCIAL STUDIES

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

Course Offerings

Grade 9

Global Studies 1 and Global Studies 1 Honors - The Ancient World - reconstructing the past; establishment of first human societies; early civilizations (Mesopotamia, Nile, Indus, Yellow River); Classical Civilizations (China, Greece, Rome, Mauryan, Gupta); the Tang and Song Dynasties; growth of overland and maritime trade routes linking Eurasia and Africa; spread of belief systems (Animism, Hinduism, Buddhism, Chinese Philosophies, Judaism, Christianity); rise and fall of the great empires (Han and Rome); the Byzantine Empire; the spread of Islam; Europe in the Middle Ages; and the Crusades.

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

Grade 10

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

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

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

Grade 11

United States History and Government 1 and 2 - Term 1 covers the role of geography in United States history; constitutional foundations of American society through the closing of the frontier. Term 2 covers America from the Progressive Era to the present.

United States History, Advanced Placement - This college level course is offered to Honors Juniors. This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues in United States history. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Students must commit to completing the entire year and taking the AP exam as well as the US History Regents exam.

Grade 12

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

Economics 1 and Economics 1 Honors - Fundamentals of the free-market system, banking, finance and taxation; comparative economic systems; and the United States in the world economy.

STUDIO PROGRAMS

ART

The Art Department aims to promote individuality and self-motivation within a structured environment. During the first two years, traditional skills and disciplines are stressed. Students achieve competency in drawing from observation, in rendering form and texture through line and modeling, and in using color in a variety of paint media.

Elective courses are conducted in the atelier manner where individuality, self-appraisal, and self-criticism are encouraged and developed. Vocationally-oriented courses are based on fine arts, stress concept over technique, and introduce careers in the field. In all courses, the process of learning to “make art” is at least as important as the outcomes.

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

Course Offerings

Double-Period	Single-Period
Advanced Illustration	Basic 3-D Design
Advanced Painting	Basic Ceramics
Advanced Printmaking	Basic Printmaking
Architecture	Advanced Ceramics
Computer Graphics	Art History or Art History AP
Fashion Art	Children’s Book Illustration
Interior Design	Fashion Art
Mixed Media	Human Anatomy
Mural Painting	Introduction to 20th Century Art
Photography 1 & 2	Illustration
Sculpture 1 & 2	Pen and Ink Illustration
Studio Practice 1 - Basic Drawing	Realistic Drawing
Studio Practice 2 - Basic Painting in Water-Based Media	
Studio Practice 3 - Basic Graphic Design	
Studio Practice 4 - Basic Painting - Oils and Acrylic	
Watercolor Painting	

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

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

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

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

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

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

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

Basic Ceramics - Students will learn basic ceramic methods, including pinch pot, slab, and coiling. Artwork created include functional objects, as well as sculpture.

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

STUDIO PROGRAMS

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

Computer Graphics - This is an advanced design course using the computer as a tool to express advanced design concepts. Students will learn Flash, Illustrator, Photoshop, PowerPoint.

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

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

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

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

Introduction to 20th Century Art - A hands-on course which considers the major "isms" of the 20th century beginning with Impressionism at the end of the 19th century. Students will learn about the artist connected with the art form and then to create an art object or image in that style.

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

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

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

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

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

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

Sculpture 1 - Students will be introduced to additive (building up as in clay sculpture), subtractive (carving), assemblage (metals or other materials, found objects, papers) constructions, and kinetic sculpture. Representational and nonrepresentational subject matter will be explored. Preliminary sketches will be used in creating sculpture.

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

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

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

STUDIO PROGRAMS

Studio Practice 3 (Basic Graphic Design) - This course provides an introduction to graphic design and commercial art. Using principles and elements of design, students will create balance, movement, space, proportion, variety, composition, mass, emphasis, and repetition.

Studio Practice 4 (Basic Painting - Oils and Acrylic) - This is the culminating course in the foundation program, which brings into use the student's skill in drawing, color, and design. Students apply the foundation skills to create works using oil or acrylic paint.

Watercolor Painting - Application of aquarelle (transparent) watercolor techniques introduced in Studio Practice 2. Variety of subject matter includes landscapes, seascapes, portraits, still lifes, interiors, and figures. Techniques such as wet on wet, wet on dry, layered, stop out, resist, mixed media.

DANCE

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

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

Sample Dance Sequencing

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

STUDIO PROGRAMS

Course Offerings

Grade 9

Ballet 1 - The study of classical ballet for the entering student with little or limited previous study and experience. Emphasis is placed on the fundamental basics of technique. Ballet 1 students are expected to achieve correct body placement and alignment. They will have built muscle strength and flexibility as well as increasing self-discipline and artistic expression.

Ballet 2 - The study of classical ballet for the entering student with extensive previous study and experience. Ballet 2 students are expected to work with emphasis on turnout, correct placement, and strong pointe work at the barre, in the center, and moving across the floor with jumps and turns.

Modern 1 and 2 - An introduction to the concept of modern dance through the technique developed by Martha Graham.

Survival Skills - The study of dance-related areas including nutrition, anatomy, and the care of dance-related injuries.

Grade 10

Ballet 3 and 4 - The application of the technical foundation while increasing the physical and technical demands of classical ballet. Ballet vocabulary and knowledge of terminology are also enlarged.

Modern 3 and 4 - The further development of the Graham technique of modern dance. Emphasis is placed on increased technical strength and vocabulary.

Dance History - An exploration of the history of both ballet and modern dance with an emphasis on guest-artist teachers, who not only introduce various techniques, including Taylor, Cunningham, Limon, Hawkins, and Tharp -- but also teach repertory from these masters.

Grade 11

Ballet 5 and 6 - The extension of classical ballet technique with an emphasis on virtuosity and preparation for the stage. Ballet 5 and 6 students are expected to know all terminology and maintain an intermediate to advanced level class.

Modern 5 and 6 - The study of intermediate-advanced work added to previous work learned in Graham technique in the freshman and sophomore years. Also expected is the stage ability to execute complex technical and musical combinations with knowledge of stage and musical terms.

Theater Dance, Jazz - Jazz and musical theater techniques. The study of American jazz techniques as used in commercial theater, film, and television.

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

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

Grade 12

Ballet 7 and 8 - The advanced study of classical ballet with an emphasis on stage technique and performance.

Modern 7 and 8 - The advanced study of Graham technique of modern dance with an emphasis on stage technique and performance.

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

Repertory - The Senior Dance Ensemble works with eminent guest artists from a variety of disciplines. In recent years, the SDE's collaborators have included choreographers Camille Brown, Brunilda Ruiz, Paul Taylor, and Septine Weber, conductors Justin DiCioccio and Bob Stewart, costume designer George Hudacko, lighting designer Farley Whitfield, and laser artist Norman Ballard.

STUDIO PROGRAMS

MUSIC

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

Sample Instrumental Music Sequencing

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

Performance Groups

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

Instrument Classes

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

Course Offerings

Band, Junior - Band 5/6 is a year-long course of study that is open to second, third and fourth-year woodwind, brass and percussion students who are selected by the music faculty. Repertoire is chosen from the standard literature according to level of ability. Band 5/6 participates in Winter and Spring Musicales.

Band, Senior - The LaGuardia Symphonic Band 7/8 is a year-long course of study that is open to woodwind, brass and percussion students who are selected by the music faculty. It is the Senior Symphonic Band. Advanced repertoire is chosen from the standard literature. There are opportunities to work with guest artists. Band 7/8 is featured in two major concerts annually.

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

Brass 3 and 4 - Brass 3/4 is a year-long course of study that is open to third and fourth-year brass majors who are selected by the music faculty. Students have a strong intermediate level of ability on a brass instrument. This course prepares students for their solo jury examinations. Students also prepare brass ensemble music for coaching sessions and master classes.

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

Chamber Music, Winds - Winds 7/8 is a year-long course of study and is the advanced wind chamber music course. It is open to students who play woodwind and brass instruments. This class prepares chamber music ensembles for participation in the Chamber Music Society of Lincoln Center's Young Artists Competition. Students are selected for this course by the music faculty.

Conducting - This course teaches the elements of leading an instrumental ensemble. Students will learn how to interpret musical scores by leading student groups in musical performance. Course work includes: score analysis, meter beat patterns, baton technique, visual score study-baton placement, left hand symbols, dynamics, pitch registration, and pattern cubes. Members of the conducting class make up the laboratory ensemble for the conductors. Repertoire is from the standard Classical repertoire.

STUDIO PROGRAMS

Sample Vocal Music Sequencing

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

Electives: Vocal and Instrumental

Chamber Music	Music Theory AP
Conducting	New Music Ensemble
Gospel Choir	Opera Workshop
Guitar	Orchestration
Jazz Improvisation	Recording Studio
Music Technology	Show Choir

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

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

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

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

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

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

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

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

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

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

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

STUDIO PROGRAMS

Music Theory 2, Instrumental & Vocal - Music Theory 2 begins with the basic concepts of triad chord inversions and figured bass line and soprano line harmonization using inversions. Students are introduced to the 7th Chords and the complete and incomplete versions of the Dominant 7th Chord. Topics covered include the second inversion chord progressions and the secondary triads of the scale. Basic concepts of Cadences and cadence chord progressions are begun.

Music Theory 3, Instrumental - Music Theory 3 covers the concepts of modulation as well as the modulations to the key of the dominant, to the key of the subordinate-dominant, to the key of the relative major/minor, and to the key of the parallel major/minor. In addition to the secondary dominant 7th Chords and the cycle of Dominant 7th Chords, the augmented 6th Chords, Italian, German, and French major and minor modes are taught.

Music Theory, Advanced Placement - This is a college-level course; upon completion, students are expected to sit for the AP examination. This course emphasizes aural and visual identification of procedures based in common-practice tonality: functional triadic harmony in traditional four-voice texture (with vocabulary including nonharmonic tones, seventh chords, and secondary dominants). Topics include cadences, melodic and harmonic compositional processes (e.g., sequence, motivic development), standard rhythms and meters, phrase structure (e.g., contrasting period, phrase group), small forms (e.g., rounded binary, simple ternary, theme and variation, strophic), and modulation to closely related keys. A brief introduction to twentieth-century scales, choral structures, and compositional procedures is included.

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

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

Orchestra, Elementary - Orchestra 3/4 is a year-long course of study that is open to first and second-year string players. This is the first-level string ensemble comprised of both string majors and piano and guitar majors who have chosen orchestral strings as their secondary instrument. Repertoire is chosen according to level of ability. Orchestra 3/4 participates in Winter and Spring Musicales.

Orchestra, Intermediate - Orchestra 5/6 is a year-long course of study that is open to second, third and fourth-year string players who are selected by the music faculty. This is the intermediate level string ensemble comprised of both string majors and piano and guitar majors who have chosen orchestral strings as their secondary instrument. Repertoire is chosen according to level of ability. Orchestra 5/6 participates in Winter and Spring Musicales.

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

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

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

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

STUDIO PROGRAMS

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

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

Piano, Advanced - Skill building in reading, theory, and performance practices needed for the advanced piano literature will be studied. Students will develop fluency in reading and comprehension skills in the deconstruction of melodic, harmonic, and technical concepts with the learning of pianistic work and performance skills. Instructional units include transposition, scales, score reading, and solo and four-hand piano performances.

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

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

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

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

Sightsinging - Students learn the basic materials of making music and standard musical notation. The Sol-fa system is used for students to be able to sing melodies, and the ability to write melodies, notes and rhythms through melodic and rhythmic dictation is emphasized.

Solo Voice - Solo Voice is for the enhancement and clarification of expectations for a soloist in a professional choral rehearsal/performance setting. The development of overall tonal concepts, with emphasis on solo singing and proper vocal production, is stressed. Students improve sight singing skills through continued reading of choral and vocal repertoire. This course focuses on smaller accompanied and unaccompanied octavo works as well as choral/orchestral multi-movement works of small scale.

Strings, Fundamental - Strings 1/2 is a year-long course of study that is open to first-year piano and guitar majors who have selected orchestral strings as their secondary instrument. This is the beginning strings class. Development of tone production and technique is emphasized.

Strings, Elementary - Strings 3/4 is a year-long course of study that is open to second-year orchestral string minors and first-year string majors selected by the music faculty. This techniques class is made up of students who are concurrently in Orchestra 3/4.

Strings, Intermediate - Strings 5/6 is a year-long course of study open to second, third and fourth-year string majors and minors. The students in this techniques class are also members of Orchestra 5/6 and are selected by the music faculty.

Strings, Junior - Strings 7/8 is the string section of Orchestra 7/8. Students must have achieved an intermediate to advanced level of technical proficiency on an orchestral string instrument, in addition to strong sight-reading skills. The development of the necessary technical skills is stressed in order to perform intricate music within the ensemble.

Strings, Senior - Strings 9/10 is the string section of Orchestra 9/10. Students must have achieved an advanced level of technical proficiency on an orchestral string instrument, strong sight-reading skills, and previous orchestral experience. The development of the necessary technical skills is stressed in order to perform intricate music within the ensemble.

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

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

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

Winds, Intermediate - Winds 3/4 is for students who have an intermediate level of ability on a woodwind instrument. Development of tone, breathing, and technique is stressed, including mastering drills on all major and minor scales and arpeggios. Students learn solo repertoire and are assigned a concerto, sonata or suite from the standard repertoire for their instruments. Students are also assigned to chamber music groups for coaching and master classes.

STUDIO PROGRAMS

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

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

THEATER

DRAMA

The Drama Studio is a professional training program that provides students with the skills and techniques necessary to pursue a career in acting. This training prepares students to enter directly into professional careers in stage, film, and television or into Theater, Speech and Communications Departments of colleges, universities and conservatories. The focus is on preparation through courses in Theater History and Criticism, Acting: Voice and Diction: Physical Techniques; and Dance: Ballet, Jazz, Tap, and Theater Dance. Guest artists have included: Al Pacino, Adrian Brody, Adrian Grenier, Alec Baldwin, Edie Falco and Alan Cumming.

Core Curricular Areas

Acting - Acting is the core element of the curriculum and all Acting Studio classes develop students' understanding of Stanislavski-based technique. Students must complete and pass the full-year course of Acting in order to be promoted to the next year's level.

Sample Drama Sequencing

Grade 9	
Term 1	Term 2
Acting 1	Acting 2
Dance 1	Dance 2
Physical Theater Improvisation 1	Physical Theater Improvisation 2
Theater History 1	Theater History 2
Voice and Diction 1	Voice and Diction 2
Grade 10	
Acting 3	Acting 4
Dance 3	Dance 4
Physical Theater Improvisation 3	Physical Theater Improvisation 4
Play and Film Study 1	Play and Film Study 2
Voice and Diction 3	Voice and Diction 4
Grade 11	
Acting 5	Acting 6
Audition Technique 1	Audition Technique 2
Dance 5	Dance 6
Musical Theater 1	Musical Theater 2
Physical Theater Improvisation 5	Physical Theater Improvisation 6
Voice and Diction 5	Voice and Diction 6
Grade 12	
Acting 7	Acting 8
Audition Technique 3	Audition Technique 4
Career Management 1	Career Management 2
Dance 7	Dance 8

Physical Techniques and Dance - Physical Techniques and Dance presents a series of exercises adapted from various styles of dance and theater movement that are natural to all body types and designed to facilitate the execution of specific actions that require increased range of motion, considerable strength and moderate coordination.

Theater Studies - Theater Studies, which includes Theater History, allows for the study of principles of theater, theatrical discipline, styles, types, theory, play analysis, and theater history.

Voice and Diction - Voice and Diction training gives the actor an instrument capable of producing and projecting sound in a healthy manner, as well as articulating clearly in performance.

STUDIO PROGRAMS

Course Offerings

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

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

Grade 9

Acting 1 and 2 - Students explore and develop their instruments. They learn basic acting technique, beginning with work on self.

Dance 1 and 2 - Introduces a basic vocabulary of movement in conjunction with definite rhythmical patterns to expose students to a practical method used in obtaining a knowledge of dance. The first year establishes a foundation for a basic technique in contemporary dance and tap dance.

Physical Theater Improvisation 1 and 2 - Stimulates and develops imagination, spontaneity, creative risk-taking, responsiveness, and ensemble skills through individual as well as group theater and problem-solving improvisation exercises.

Theater History 1 and 2 - The course begins with an overview of theater for actors. Students become acquainted with the workings of professional theater terminology and the history of the development of acting principles. Coursework continues with an overview of theater history that connects purpose, physical design, acting style, and plays performed throughout the ages.

Voice and Diction 1 and 2 - The focus is on freeing the natural voice, increasing resonance, articulation of consonants and blends, proper placement and breathing, ear training, support and projection in voice production. Students are introduced to phonetics and the International Phonetic Alphabet (IPA) as a tool.

Grade 10

Acting 3 and 4 - Students continue to explore and develop their acting technique.

Dance 3 and 4 - Furthers students' experience of dance through the implementation of modern jazz and the soft-shoe style of tap dance. Students present dance combinations and routines that make them aware of their own performance in relation to that of the rest of the group. Freedom to express various emotions while relying on technique and the music to permit proper execution is encouraged.

Physical Theater Improvisation 3 and 4 - The class develops technique and physical freedom through exploration of skills in hand-to-hand stage combat, self-defense, mime, juggling, acrobatics, and relaxation exercises.

Play and Film Study 1 and 2 - The class teaches the actor an approach to analyze scripts for playing characters focusing on plays from the 19th to 21st Centuries.

Voice and Diction 3 and 4 - The classes build upon the skills learned in Freshman Year while students create an Individualized Speech and Voice Plan (ISVP) focusing on their own unique challenges and goals. Students are introduced to recording techniques, to IPA transcription and to Eastern Standard Speech (to expand their character options in addition to working on clarity of speech when approaching their own regionalisms).

Grade 11

Acting 5 and 6 - The Junior Acting class introduces the concept of extension of self; students must go outside of self for the source of creating character. Students work on character sketches far from self in scenes from modern theater, children's theater, classical theater, absurdist theater, and farce.

Audition Technique 1 and 2 - This course introduces the student to audition preparation and the audition process for theater, film, and television. Students prepare portfolios of classical and contemporary texts.

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

Musical Theater 1 and 2 - Musical Theater introduces the student to the study of song interpretation for the stage. Primarily an acting class to further the development of far from self, the class guides student in preparing short musical theater scenes for singer and non-singer.

Physical Theater Improvisation 5 and 6 - The class further develops technique and physical freedom through exploration of skills in stage combat involving weaponry, acrobatics, kabuki, Elizabethan, and other stylized forms.

Voice and Diction 5 and 6 - This course introduces dialects and accents and the use of IPA in rehearsal. The Junior Vocal Text class introduces techniques for vocal text interpretation of verse and more advanced elevated and heightened language.

STUDIO PROGRAMS

Grade 12

Acting 7 and 8 - The Senior Acting course is the production year where the student actors apply their three years of acquired skills and techniques in working on scripted material with a director for invited audiences and public performances. Students learn ensemble acting and how to maintain a “life” on stage when they do not have lines. Projects include large group scenes (four or more on stage at a time), a fully mounted/professionally designed production of the Spring Drama Festival, a Showcase presented to invited casting directors and agents, and a Senior Project of the student’s choosing including playwriting, directing and filmmaking.

Audition Technique 3 and 4 - This course continues to explore the audition process with particular attention paid to college auditions, film and television auditions, and preparation for a culminating industry showcase for agents and managers.

Career Management 1 and 2 - Equips actors with skills and knowledge as to how to be working actors. Students are introduced to various job opportunities in theater, film, and media where they can apply the skills and techniques they have learned in our program. Students acquire practical professional information about unions, agents, resumes, pictures, interviews, and their options after graduation. Students meet visiting working professionals from theater, film, television, and radio who speak about their fields and answer students’ questions.

Dance 7 and 8 - This course concentrates on techniques that will help portray expressive movements that exhibit a performer with versatility and style. Students learn approaches to interpretation and identification with certain musical qualities. Focus is on Theater Dance as a means of gaining experience with floor, spatial, and rhythmical patterns as well as design, character, and showmanship.

TECHNICAL THEATER

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

Sample Technical Theater Sequencing

Grade 9	
Term 1	Term 2
Design 1	Design 2
Stagecraft 1	Stagecraft 2
Theater Production 1	Theater Production 2
Grade 10	
Design 3	Design 4
Theater History 1	Theater History 2
Stagecraft 3	Stagecraft 4
Theater Production 3	Theater Production 4
Grade 11	
Design 5	Design 6
Management 1	Management 2
Stagecraft 5	Stagecraft 6
Theater Production 5	Theater Production 6
Grade 12	
Design 7	Design 8
Management 3	Management 4
Stagecraft 7	Stagecraft 8
Theater Production 7	Theater Production 8

Course Offerings

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

Grade 9

Design 1 and 2 - Students explore elements and principles of design, composition, simple drawing and mechanical drafting while demonstrating an understanding of the physical design elements in scenery, props, and costuming. Computer work is also addressed as students explore the relationship between computer technology and technical theater and begin work on the process of portfolio creation.

STUDIO PROGRAMS

Stagecraft 1 and 2 - Students are provided with an understanding of the basics of theater technology and the backstage environment. Coursework is broken down into units focusing on sets, props, lighting, sound, and costumes.

Theater Production 1 and 2 - Students work in the selected fields of lighting and sound, scenery, props, costumes, and management alongside professional consultants and instructors and gain technical experience in executing full-scale theatrical productions.

Grade 10

Design 3 and 4 - Students further explore elements and principles of design, composition, drawing and mechanical drafting while demonstrating an understanding of the constraints of physical design elements in scenery, props, and costuming. Computer instruction continues with portfolio work and additionally focuses on Autocad and its drafting capabilities.

Stagecraft 3 and 4 - Students examine the principles of set and prop construction, costume construction, and sound and lighting installation as they learn to measure and work in scale from ground plans, elevations, or working drawings, construct costumes from simple patterns, read and execute lighting and sound plots.

Theater History 1 and 2 - Students explore a technical overview of Theater History that connects artistic purpose with physical design and application.

Theater Production 3 and 4 - Students work in the selected fields of lighting and sound, scenery, props, costumes, and management alongside professional consultants and instructors and gain technical experience in executing full-scale theatrical productions.

Grade 11

Design 5 and 6 - Students develop an understanding of the basic concepts and principles of computer drafting and computer graphics as they apply to designing for the theater. Students work in 2D and 3D CAD environments and continue work on their cumulative portfolios.

Management 1 and 2 - Students explore management through theoretical frames of organization, including structural, political, personnel, and symbolic frames. Students also develop skill in managing groups of their peers in scenery, props, costumes, lighting and sound, culminating in stage management, production management, and technical direction.

Stagecraft 5 and 6 - Students further examine the principles of set and prop construction, costume construction, and sound and lighting installation as they create ground plans or working drawings, simple patterns, and lighting and sound plots.

Theater Production 5 and 6 - Students work in the selected fields of lighting and sound, scenery, props, costumes, and management alongside professional consultants and instructors and gain technical experience in executing full-scale theatrical productions.

Grade 12

Design 7 and 8 - Students create practical design projects in selected fields of lighting and sound, scenery, props, and costumes in conjunction with executing full-scale theatrical productions.

Management 3 and 4 - Students explore management through theoretical frames of organization, including structural, political, personnel, and symbolic frames. Students also develop skill in managing groups of their peers in scenery, props, costumes, lighting and sound, culminating in stage management, production management, and technical direction.

Stagecraft 7 and 8 - Students generate creative solutions, break ideas into significant functional elements, and explore possible refinements; predict possible outcomes using mathematical and functional modeling techniques; and choose the optimal solution to the problem, clearly documenting ideas against design criteria and constraints.

Theater Production 7 and 8 - Students work in the selected fields of lighting and sound, scenery, props, costumes, and management alongside professional consultants and instructors and gain technical experience in executing full-scale theatrical productions.

NOTABLE ALUMNI

ACTORS

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

ARCHITECTS

Charles Gwathmey
Robert Siegel

ARTISTS

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

ARTIST MANAGERS

Shelly Berger
Sid Garris
Sheldon Soffer

ARTS ADMINISTRATORS

Arthur Drexler
Cora Cabot Geister
Daniel Windham

CLASSICAL MUSICIANS

Sanford Allen
Carol Stein Amado
Cecelia Arzewski
Jerome Ashby
Ik-Hwan Bae
Isidore Cohen
Kenneth Cooper
Daniel Domb
Stanley Drucker
Eugene Drucker
Bruce Dukov
Roy Eaton
Timothy Eddy
Phillip Fath
Bela Fleck
Bernard Garfield
Sol Greitzer
Lesley Heller
Marian Heller
Leonard Hindell
Allen Iglizen
Elayne Jones
Stephen Kates
Robert Kopelson
David Krakauer
Kim Laskowski
Sung-Ju Lee
Carol Lieberman
Steven Lubin
Barbara Stein Mallow
Daniel Matsukawa
Tiberio Nascimento
Murray Panitz
Murray Perahia
Basil Reeve
Samuel Rhodes
Joshua Rifkin
Ronald Roseman

Henry Schuman
Bernard Shapiro
Joel Smirnoff
Marcus Thompson
Andor Toth
Roland Vamos
Allan Vogel
Arthur Weisberg
Warren Wilson
Pinchas Zukerman

CLASSICAL SINGERS

Priscilla Baskerville
Patricia Brooks
Jennifer Chase
Gloria Davy
Rodrick Dixon
Susan Gregory
Reri Grist
Esther Hinds
Rhea Jackson
Catherine Malfitano
Laquita Mitchell
Julia Migenes
Jan Opalach
Theresa Santiago

COMPOSERS

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

NOTABLE ALUMNI, CONT.

CONDUCTORS

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

DANCERS, CHOREOGRAPHERS

Olivia Bowman
Camile Brown
Jacquelyn Buglisi
Gregg Burge
Linda Caceres Sims
Cora Cahan
Michael Callen
Christopher Chadman
Raquelle Chavis
Gary Chryst
Starr Danias
Ruth Davidson
Altovise Gore Davis
George De La Pena
Tamas Detrich
Dennis Diamond
Mathew Diamond
Jean Emile
Louis Falco
Eliot Feld
Lorraine Fields
Miguel Godreau
Krystal Hall
Kevin Jeff
Shaun Jones
Mari Kajiwara
Minou Lallemand
Baayork Lee
Bill Louthier
Bruce Marks
Leonard Meek
Arthur Mitchell

Tony Mordente
Scott Morrow
Darrell Moultrie
Eleo Pomare
Michael Peters
Troy O'Neil Powell
Coco Ramirez
Desmond Richardson
Jonathan Riseling
Jaime Rogers
Brunilda Ruiz
Lolita San Miquel
Eddie J. Shellman
Dwana Smallwood
Kim Stroud
Nasha Thomas-Schmidt
Edward Villella
Norman Walker
Dudley Williams

DESIGNERS

Anne Crimmins
Isaac Mizrahi

DIRECTORS, WRITERS

Robert Brustein
James Burrows
Martin Charnin
Matthew Diamond
Herb Gardner
Peter Hyams
Erica Jong
Michael Kahn
Jonathan Lethem
Lonny Price
Esmeralda Santiago
Susan Schulman
Charles Van Doren
Art Wolff

ENTERTAINERS

Brenda Braxton
Northern Calloway
Diahann Carroll
Eagle-Eye Cherry
Victor Trent Cook
Lisa Fischer

Ben Harney
Janice Ian
Jackeé Harry
Eartha Kitt
Shari Lewis
Melissa Manchester
Liza Minnelli
Peter Nero
Laura Nyro
Freddie Prinze
Paul Stanley
Elly Stone
Suzanne Vega
Ben Vereen
Eric Weissberg
Peter Yarrow

JAZZ MUSICIANS

Nat Adderly, Jr.
Walter Blanding
Don Byron
George Cabels
Sterling Campbell
Lenny Castro
Bill Charlap
Ray Chew
Billy Cobham
Eddie Daniels
Malcolm Dobbs
Charlie Drayton
Kenny Drew
Sue Evans
Eliot Finkel
Sharon Freeman
Dave Glasser
Bernie Glow
Eddie Gomez
Andy & Jerry Gonzalez
Steve Gordon
Omar Hakim
Chuck Israels
Steve Jordan
Parker Kelly
Michael & Carolyn Leonhart
Jason Lindner
Tess Marsalis
Marcus Miller
Charnett Moffett
Frank Owens

Jimmy Owens
Noel Pointer
Shorty Rogers
Steven Scott
Jeremy Steig
Dave Valentin
Kenny Washington
Buddy Williams
Larry Willis
Bernard Wright

LYRICISTS

Carole Bayer Sager
Marilyn Bergman

MEDIA

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

PHOTOGRAPHERS

Beth Bergman
Neal Slavin

PRODUCERS

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

NOTES

NOTES



LAGUARDIA ARTS

Catalogue

LaGuardia Arts is an “A” Rated
“Outstanding” High School and
The 2010 Blackboard Award Winner
for Excellence in Education

Fiorello H. LaGuardia High School of Music & Art and Performing Arts
Kim M. Bruno, Principal