

HOWARD ACADEMY OF ARTS

VISUAL AND PERFORMING ARTS MAGNET

2018-19 Handbook

Inspiring and developing future leaders through the arts

HMS Fine Arts Policy

At Howard Middle Academy of Arts we believe the fine arts are a universal language and that all students should develop their creativity. Students are provided quality, sequential, standards based instruction in Dance, Music, Theatre, and the Visual Arts to prepare them for successful futures enhanced with creative understanding.

Magnet Description

The Howard Academy of Arts magnet program is innovative and rigorous and designed for students who are interested in pursuing the visual or performing arts in high school and college and for students who wish to increase their creative expression and critical thinking skills. It is the only Visual and Performing Arts middle school magnet program in OCPS. Students choose a major although many students participate in more than one arts area. Magnet majors are available as space permits. Students do not need prior visual art or musical experience to participate in programs at Howard. Courses are sequential and build upon foundational level curricula. Students will learn the art critique process, investigate arts careers, study art history, and aesthetics. The core courses of math, language arts, science, and social studies utilize arts integration strategies.

Magnet Majors

Visual Arts, Digital Arts, Guitar, Chorus, Band, Orchestra, Theatre, Dance, Piano

Admissions Requirements

(There are no enrollment auditions but some programs do have course placement auditions)

- Signed Agreements for Understanding for Enrollment
- Excellent conduct and citizenship

General Expectations

- Magnet students are expected to receive a 2.0 or higher GPA on each report card.
- Magnet students will maintain excellent citizenship and behavior.
- Magnet students will participate in competitions, festivals, and/or exhibitions (See specific requirements)
- Magnet students are expected to enroll in at least two Arts Courses each year, one of which must be in their major.
- After one year students may petition the Magnet Coordinator to change their major but this must be done prior to scheduling of courses for the next academic school year. This is dependent on available spaces in the major.

VPA Courses

- **Performing Arts Courses**

- Beginning Band
- Concert Band
- Wind Ensemble
- Jazz Band
- Instrumental Chamber Ensemble (Audition required, limited enrollment)
- Beginning String Orchestra
- Intermediate String Orchestra
- Advanced String Orchestra
- Electric Orchestra
- Guitar (Beginning, Intermediate, Advanced)
- Beginning Chorus-Girls Only
- Ranger Chorus-Girls Only
- Boys' Chorus (6th, 7th, 8th)
- Show Choir
- Piano 1, 2, 3
- Dance 1, 2, 3
- Elite Dance Troupe
- Musical Theatre 1
- Theatre 1, 2, 3
- Theatre Troupe

- **Visual Arts Courses**

- Art Foundations
- Creative Photography
- Graphic Design I
- Graphic Design II (Industry Certification in Adobe Illustrator and/or Photoshop available)
- Intermediate/Advanced Art 2D (Drawing, Painting, Printmaking)
- Beginning/Intermediate Art 3D (Ceramics, Sculpture)

- **Other Arts Elective**

- Creative Writing I

Specific Requirements-Performing Arts Majors

- Students must practice at home (private lessons highly recommended)
- Students will participate in required performances and auditions, including:
 - Ensemble Performances: Music Performance Assessment, Fall, Spring, Winter Concerts
 - Chorus: 7th and 8th grade students will be required to audition for All-County and All-State Chorus (where applicable)
 - Ranger Band magnet students are required to audition for All-County and All-State (where applicable)
 - Concert Band magnet students are required to audition for All-County Band
 - String Orchestra: 8th grade students are required to audition for All-County and All-State Orchestra (where applicable)
 - Dance: Winter and spring recital. Advanced students will participate in the OCPS Dance Expose and audition for All-County Dance.
- Students will keep an ongoing digital portfolio
- Exiting students (8th grade) are expected to be ready for high school magnet program auditions/admissions.
- Required Supplies (see syllabi for additional requirements):
 - Band - Performance Attire, Instrument or Rental Fee, method book, cleaning cloth, supply fee
 - Chorus - Performance Attire, supply fee
 - String Orchestra - Performance Attire, Instrument or Rental Fee, method book, spare set of strings, rosin, shoulder rest and cleaning cloth, supply fee
 - Dance - Rehearsal attire, performance attire, dance shoes (style will depend on class level), supply fee
 - Piano - Binder, supply fee

Specific Requirements-Visual/Digital Arts Major

- Competitions/Exhibitions
 - Students must submit one artwork to FAEA K-12 Visual Art Digital Exhibition each year.
 - Students must exhibit work in one or more art shows, public presentations, or competitions each year such as: Winter Park Sidewalk Art Festival, Youth Art Month, RBELC Spotlight, School-Based Art Show, and Scholastic Art Competition
- Museum Visits: Students must visit/reflect on two art museums/exhibits each year such as:
 - Orlando Museum of Art, Morse Museum, Mennello Museum, Cornell Museum, Polasek Museum, Southeast Museum of Photography, Atlantic Center for the Arts, UCF Art Gallery
- Sketchbook: Students will utilize an artist's sketchbook consistently
- Portfolio: All students will maintain a digital and physical portfolio of their artwork
- Required Supplies (see syllabi for additional requirements):
 - Art Foundations - Art Bin containing drawing pencils, kneaded and white erasers, markers, colored pencils, pencil sharpener, glue sticks, Fine Line Pen, and a supply fee each year
 - Advanced Art 2D/3D
 - 2D - Art Bin containing drawing pencils, kneaded and white erasers, drawing pens, markers, colored pencils, pencil sharpener, glue sticks, Fine Line Pen, and a supply fee each year.
 - 3D - Supply fee each year.
 - Creative Photography/Graphic Design - Supply fee each year

Howard Middle School Communication Methods

Site or Platform	Purpose	Link
Orange Connect	<u>General Information, emergency information</u>	Email, Voicemail, and texts sent from Howard MS and OCPS.
HMS Website	<u>Primary source of general school communication</u> (including calendar)	Howardms.ocps.net
Progressbook	Online gradebook showing assignments, comments, and current grade, digital consent forms	parentaccess.ocps.net
Canvas	Similar purpose as GC and Edmodo. All digital 1-1 schools use canvas. Some teachers are using it at HMS this year to get ready for us being 1-1 next year.	
Launchpad	Web browser startup window where all district supported sites and apps can be accessed.	launchpad.ocps.net
Teacher Emails	Email individual teachers with questions about specific classes or assignments.	See school website
Social Media		
HMS Facebook Page	School good news stories, sharing via social media	facebook.com/Howard.Middle.School/
HMS PTSA Facebook Group	Closed FB group for HMS PTSA, send a request to join	facebook.com/groups/hmsptsa/
HMS Foundation Facebook Group	Closed FB group for HMS Foundation, send a request to join	facebook.com/groups/hmsfoundation/
HMS Friends Facebook Group	Closed group to share positive experiences at Howard, ask other parents questions, coordinate carpooling, etc. This group is not for staff questions. <u>Please check website first then email or call if you have questions for teachers, admin, or staff.</u>	facebook.com/groups/HowardVPA/
Twitter	General school shout outs, event highlights	@HowardMiddleSch

2018-2019 HMS Arts Course Progression-Magnet Students

VISUAL ARTS				
	6 th Grade	7 th Grade	8 th Grade	8 th Grade Capstone
1 st Required Elective (Choose One)	Art Foundations	Intermediate 2D Art or Beginning 3D Art	Intermediate 2D Art Advanced 2D Art Beginning 3D Art Intermediate 3D Art	FAAE K-12 Virtual Exhibit and Student Assessment
2 nd Required Elective (Choose One)	Choose from any Arts elective	Intermediate 2D Art Beginning 3D Art Creative Photography Or choose from any arts elective	Intermediate 2D Art Advanced 2D Art Beginning 3D Art Intermediate 3D Art Creative Photography Or choose from any arts elective	
3 rd Elective (Choose One)	Choose from any elective	Choose from any elective	Choose from any elective	

DIGITAL ARTS				
	6 th Grade	7 th Grade	8 th Grade	8 th Grade Capstone
1 st Required Elective (Choose One)	Creative Photography	Graphic Design 1	Graphic Design 2	FAAE K-12 Virtual Exhibit and Student Assessment
2 nd Required Elective (Choose One)	Choose from any Arts Elective	Intermediate 2D Art Beginning 3D Art Or Choose from any arts elective	Intermediate 2D Art Advanced 2D Art Beginning 3D Art Intermediate 3D Art Or Choose from any arts elective	
3 rd Elective (Choose One)	Choose from any elective	Choose from any elective	Choose from any elective	

DANCE				
	6 th Grade	7 th Grade	8 th Grade	8 th Grade Capstone
1 st Required Elective (Choose One)	Dance 1	Dance 2	Dance 3	Dance 1&2- Self Assessment on Recital Performance Dance 3-Self Choreographed solo along with self assessment
2 nd Required Elective (Choose One)	Choose from any arts elective	Choose from any arts elective	Choose from any arts elective	
3 rd Elective (Choose One)	Choose from any elective	Choose from any elective	Choose from any elective	

CHORUS				
	6 th Grade	7 th Grade	8 th Grade	8 th Grade Capstone
1 st Required Elective (Choose One)	Boy's Chorus 1	Boy's Chorus 2	Boy's Chorus 3	Solo & Ensemble Festival or Solo Performance Project
	Girl's Chorus 1	Girl's Chorus 2	Girl's Chorus 3	
2 nd Required Elective (Choose One)	Choose from any arts elective	Choose from any arts elective	Choose from any arts elective	
3 rd Elective (Choose One)	Choose from any elective	Choose from any elective	Choose from any elective	

BAND				
	6 th Grade	7 th Grade	8 th Grade	8 th Grade Capstone
1 st Required Elective (Choose One)	Beginning Band	Concert Band	Wind Ensemble	Solo & Ensemble Festival
2 nd Required Elective (Choose One)	Choose from any arts elective	Can be another band or their choice pending audition	Can be another band or their choice pending audition	
3 rd Elective (Choose One)	Choose from any elective	Choose from any elective	Choose from any elective	

ORCHESTRA				
	6 th Grade	7 th Grade	8 th Grade	8 th Grade Capstone
1 st Required Elective (Choose One)	Orchestra 1	Orchestra 2	Orchestra 3	Solo & Ensemble Festival
2 nd Required Elective (Choose One)	Choose from any arts elective	Choose from any arts elective	Choose from any arts elective	
3 rd Elective (Choose One)	Choose from any elective	Choose from any elective	Choose from any elective	

THEATRE				
	6 th Grade	7 th Grade	8 th Grade	8 th Grade Capstone
1 st Required Elective (Choose One)	Theatre 1	Theatre 2	Theatre 3	Student Directed and Designed One Act Performance
2 nd Required Elective (Choose One)	Choose from any elective	Choose from any elective	Choose from any elective	
3 rd Elective (Choose One)	Choose from any elective	Choose from any elective	Choose from any elective	

PIANO				
	6 th Grade	7 th Grade	8 th Grade	8 th Grade Capstone
1 st Required Elective (Choose One)	Piano 1	Piano 2	Piano 3	Recital performance and Project
2 nd Required Elective (Choose One)	Choose from any arts elective	Choose from any arts elective	Choose from any arts elective	
3 rd Elective (Choose One)	Choose from any elective	Choose from any elective	Choose from any elective	

GUITAR				
	6 th Grade	7 th Grade	8 th Grade	8 th Grade Capstone
1 st Required Elective (Choose One)	Guitar 1	Guitar 2	Guitar 3	Recital Performance and student assessment/reflection/crit ique
2 nd Required Elective (Choose One)	Choose from any arts elective	Choose from any arts elective	Choose from any arts elective	
3 rd Elective (Choose One)	Choose from any elective	Choose from any elective	Choose from any elective	

COURSE DESCRIPTIONS

Performing Arts Courses

- **Beginning Band:** This course is open to students in grades 6 – 8 who wish to learn an instrument. No experience necessary. Students will learn the basics of every instrument then choose their “Top 3” favorites. Students will audition or try-out each of these 3. With the band director’s help, we will choose the best instrument for each student. Students will also learn to read Treble & Bass Clefs and learn the basic fundamentals of music performance on their chosen instrument. Students will perform in a minimum of three concert performances per year.
- **Concert Band:** This course is open to students with one year of experience on an instrument. Students will build upon the fundamentals of performance that they learned in Beginning Band and will perform intermediate band literature. Students will perform in a minimum of three concert performances per year.
- **Wind Ensemble:** This is the premier performing ensemble at Howard Middle School. This course is open to students with at least one year of experience on an instrument. Students are placed into this group based on audition, skill, and behavior. Students will learn advanced instrumental and ensemble techniques to perform more advanced band literature. Private lessons are highly recommended for each student in this ensemble. Students will perform in a minimum of five concert performances per year.
- **Jazz Band:** This course is available to students with at least one year of playing experience and play Trumpet, Trombone, Alto/Tenor/Baritone Saxophone, Drum Set, Piano, Bass Guitar, and Electric Guitar (other instruments are possible to add). This can be their main instrument OR their secondary instrument. In this course, students will learn the fundamentals of Jazz performance including swing style and improvisation.
- **Instrumental Chamber Ensemble:** This course is open by audition only to very advanced band students who exhibit exemplary musicianship and behavior. As independent musicians, students will work on solo and ensemble repertoire of a more advanced level and be coached in a small group/individual setting. Students should have at least one year of instrumental experience and be enrolled in a band class during the normal school day. Students are required to have zero tardies and absences for this course.
- **Orchestra 1:** This course is open to students in grade 6-8 who have never played a stringed instrument before. Students may choose to play violin, viola, cello or bass. They will learn the fundamentals of string playing, note reading, rhythm, and musicianship. Students will perform in a minimum of three concerts per year.
- **Orchestra 2:** This course is open to students in grade 6-8. At least one year of private or group instruction is required. Private lessons are highly recommended, but not required. Students will continue in their development of great technique, musicianship and music theory. Students will perform in a minimum of three concerts per year.
- **Orchestra 3:** This course is open to students in grade 6-8. At least one year of private or group instruction is required. Private lessons are highly recommended, but not required. Students will continue in their development of great technique, musicianship and music theory. Students will perform in a minimum of three concerts per year.
- **Guitar 1:** Beginning Guitar class is focused around building and understanding of the guitar as well as music literacy and ensemble skills. Rather than focusing on one particular style of music, we focus on explaining how the instrument works. In doing so, we are free to learn all styles as well as give the students the ability to learn their own choice of music on their own time. The goal is to give students the tools needed to play the instrument the way they please for the rest of their musical lives.
- **Guitar 2:** Level two guitar expands on the mindset of unravelling the mystery that is the guitar fretboard. Students will continue also to pursue more complex ensemble work of all styles while deepening their musical literacy and ability to function in ensembles of all sizes.
- **Guitar 3:** Level three guitar encompasses levels one and two and also places students in leadership positions within ensembles while pushing the boundaries of musical literacy and facility with guitar mechanics.
- **Beginning Girls' Chorus:** This chorus is open to all students, regardless of previous experience. Anyone can learn to sing! Students will learn basic, healthy vocal technique, and they will also explore a wide range of music genres.
- **Ranger Chorus (Girls):** For students with previous choral experience, this group is the premier ensemble at Howard Middle School. In this chorus, you will sing a wide range of music, including pop, jazz, world music, classical, and folk. There will be several field trips and performance opportunities throughout the school year!
- **Show Choir:** This ensemble will be a small, select ensemble of students (12-24 students) that will learn and perform a wide variety of music, but especially jazz, show, and popular music. Students will be expected to be proficient in pitch matching, melodic memory, and basic sight-reading. They will also be expected to learn and perform choreography as a member of this ensemble. Enrollment in this ensemble will be extremely limited, and auditions are required for placement. This will be a mixed (SATB) ensemble, so boys and girls in all grade levels are welcomed to audition.
- **Boy's Chorus (6th, 7th, 8th grade):** Calling all boys! This ensemble will sing a large quantity of music in many different styles, while exploring the middle school male voice in a relaxed, pressure-free environment!

- **Dance:** The purpose of this course is to enable students to develop fundamental knowledge and skills in two or more dance styles, recognize choreographic processes, enhance aesthetic awareness, and make connections between dance and other subject areas.
- **Theatre 1,2,3:** The purpose of this course is to enable students to participate in varied aspects of acting, with special attention to the fundamentals of voice production, stage movement, acting, and characterization.
- **Musical Theatre 1:** This course allows students to learn about and participate in various aspects of Musical Theatre performance, audition techniques (both selection of appropriate material and actual performance,) character development, movement, and vocal technique. In addition, students will explore the effects of musicals throughout history on society, popular music, and culture.
- **Piano 1, 2, 3:** Piano class is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes. For students who have previous experience performing on the piano, we also offer multiple levels of piano, offering instruction and repertoire based on performance level. Instruction in Piano 2 and Piano 3 is often differentiated to meet the performance level of each individual student, including recital and performance material selection. All of our Piano students perform a minimum of three times per school year, often more, in formal and electronic events. We also have a competitive system of lesson and performance materials to help motivate our pianists to achieve and perform at a higher level. Come play piano with us!
- **Elite Dance Troupe:** The Elite Performance Dance Troupe is an auditioned-based group of students who represent the Howard Middle School Dance Program through performance. The purpose behind the performance troupe is to prepare a group of dancers, who are “show ready”, to perform for various school and community events. This class is considered an extension of the dance elective, combining the skills and techniques learned in class, with the energy and stage presence of performance. The overall goal of the performance troupe is to build a solid routine repertoire to include full group and small group numbers, so as to best fit each performance opportunity as it arises. Auditions occur at the beginning of each school year and are open to all students who are enrolled in the dance elective.

Visual Arts Courses

- **Art Foundations:** This is an introductory course where students will create art in various 2D and 3D media including drawing, painting, sculpture, printmaking, and digital art. Students will also learn about art history, art criticism, aesthetics, and art careers. This course is required for all new Visual Arts magnet majors.
- **Graphic Design 1, 2:** Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. This course incorporates hands on activities, the use of technology, and consumption of art materials.
- **Creative Photography 1:** Students will learn to use a digital camera to explore photography as an art form. This will include digital manipulation and layering. Students will also learn the fundamentals of graphic design. This class meets in an iMac computer lab and uses iPhoto, Aperture, GIMP, and Photoshop Elements. Cameras and drawing tablets are provided for use during class time. (May be repeated)
- **Intermediate/Advanced 2D Art (Drawing, Painting, Printmaking):** Students will continue to develop art skills and techniques in 2D media including drawing, painting, and printmaking. Students will also learn about art history, art criticism, aesthetics, and art careers. Students will develop an art portfolio, participate in art competitions, and learn to exhibit artwork. This course incorporates hands on activities and consumption of art materials. (Prerequisite: Beginning Art) (May be repeated)
- **Beginning/Intermediate 3D Art (Ceramics, Sculpture):** Students will continue to develop art skills and techniques in 3D media including ceramics and sculpture. Students will also learn about art history, art criticism, aesthetics, and art careers. Students will develop an art portfolio, participate in art competitions, and learn to exhibit artwork. This course incorporates hands on activities and consumption of art materials. (Prerequisite: Beginning Art) (May be repeated)

Other Arts Courses

- **Creative Writing:** Students will learn to analyze the craft and structure of various genres of literature including nonfiction, fiction, poetry, and plays. Using the six traits of writing (ideas, organization, voice, word choice, and sentence fluency), they will write, edit, and publish their own literary works.

MAGNET STUDENT SUPPORT: PROGRESS MONITORING AND PROBATION

Upon acceptance to the Howard magnet program, students and parents are required to sign an agreement of understanding indicating certain academic, attendance, and behavioral requirements of the magnet program. Students who fail to meet the standards set forth by the magnet program will be placed on an appropriate probation for one grading period. The probationary form will be completed and signed by all applicable parties. If the violation is corrected during the specified time period, the probation will no longer apply. If there is insufficient improvement at the conclusion of the probation period, the student will be exited from the Howard magnet program and will be required to return to his/her zoned school at the end of the first semester, or the end of the school year, whichever occurs first.

As written in the Howard Academy of Arts Agreement of Understanding, Howard magnet students must receive a Grade Point Average (GPA) of 2.0 or higher on each report card.

Progress Monitoring/Probation Process

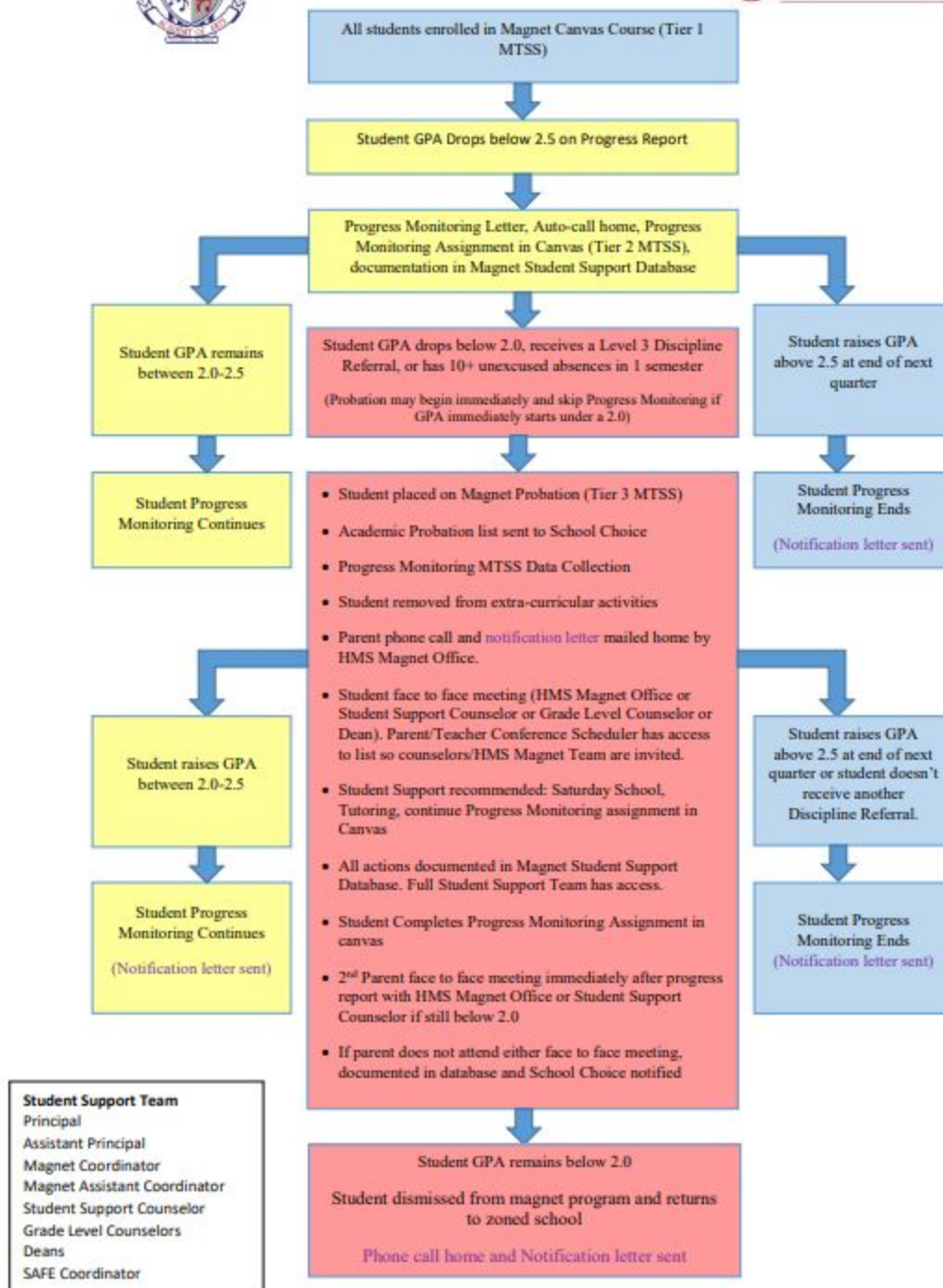
1. Progress Monitoring
 - a. Students will be placed on Progress Monitoring with a GPA between 2.0-2.5 on their Report Card.
 - b. Progress Monitoring is a tool used to help prevent Probation. If placed on Progress Monitoring, students will be:
 - i. Required to complete a Progress Monitoring assignment in Canvas
2. Probation
 - a. Students are placed on probation if they fall under any **one** of the following:
 - i. Lower than a 2.0 GPA on the Report Card
 - ii. Level 3 Discipline Referral
 - b. Students placed on Probation will be:
 - i. Required to complete a Probation assignment in Canvas
 - ii. Removed from all extracurricular activities (dances, clubs, musicals, sports, etc.)
 - iii. Considered for dismissal.
3. Students are removed from Academic Probation when the next report card GPA is above a 2.0.
4. Students are removed from Progress Monitoring when the next report card GPA is above a 2.5.

Academic Resources

- **Progressbook.** Parents and students are both provided with login information to Progressbook where each student's grade summary and a detailed report for each class can be viewed. Progressbook will provide grades for all assignments which have been completed and turned in as well as show which assignments are missing. Students and parents are encouraged to check Progress Book weekly.
- **Canvas.** All students have access to course information through Canvas.
- **Inform Teachers/ Staff that help is needed.** Students should let their teacher know if they feel overwhelmed with a subject and need extra help understanding the material. Students are also encouraged to speak to the Magnet Coordinators, Guidance Counselors, and/or SAFE Coordinator regarding any area of school in which they are struggling. The teachers and staff want each student to succeed and often have resources that can help achieve success.



Magnet Student Support Flow Chart





Student Name: _____

GRADE: _____

HOWARD MIDDLE SCHOOL

Agreement of Understanding, 2018-2019

(To be completed for admission to the Howard Academy of Arts and every year thereafter)

Howard Middle School Academy of Arts is a safe and enthusiastic community of learners where every student reaches intellectual, social and creative potential. With the support and guidance of parents, staff and community members, the students will build a foundation to successfully participate as members of society in the 21st century.

In order to maintain the educational environment that will be the foundation for success, the students and parents who choose the Howard Middle School Academy of Arts Magnet Program will be required to adhere to the following:

- Students are expected not only to attend school daily, but be prompt in arriving to class. Written excuses must accompany any absence. Students who have accumulated 10 unexcused absences in a 90 day period will be placed on probation per the provisions listed below. Please note that 5 unexcused tardies equals 1 unexcused absence.
- Students must maintain a 2.0 or higher quarterly GPA.
- Students and parents must demonstrate and support appropriate behavior and follow the OCPS Student Code of Conduct with exemplary behavior (i.e., no Level 3 discipline referrals.)
- Students must maintain an ability to accommodate magnet course requirements in their schedule.
- Students will enroll in the most advanced core courses as appropriate.
- Students and parents will completely support all of the academic requirements. (Students will be prepared for class each day with all required supplies. Parent(s) will review classwork and homework with their child.)
- Students will follow and support homework policies which include practicing at home. (All assignments must be completed/turned in on time.)
- Students will participate in required exhibits, performances, competitions, or auditions including MPA, All County, State Art Assessment, etc.
- Students will enroll in at least two Magnet Arts Courses, one of which must be in their major, each year. Any deviation from these requirements must be approved by the Principal or Magnet Coordinator.
- Students will maintain a portfolio of work (digital or physical).
- Students must maintain all the “specific requirements” outlined in the Magnet Handbook.
- All 8th grade students are required to complete a capstone project in their major.

Upon acceptance to the Howard magnet program, students and parents are required to sign an agreement of understanding indicating certain academic, attendance, and behavioral requirements of the magnet program. Students who fail to meet the standards set forth by the magnet program will be placed on an appropriate probation for one grading period. The probationary form will be completed and signed by all applicable parties. If the violation is corrected during the specified time period, the probation will no longer apply. If there is insufficient improvement at the conclusion of the probation period, the student will be exited from the Howard magnet program and will be required to return to his/her zoned school at the end of the first semester, or the end of the school year, whichever occurs first.

I have read and understand my responsibilities as a Howard Middle School Academy of Arts Magnet Program student and parent.

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

BRING THIS COMPLETED AGREEMENT WITH YOU WHEN REGISTERING

Magnet Advisory Board

The Howard Middle School Foundation serves as the Magnet Advisory Board. Because Howard is a Whole School Magnet, the School Advisory Committee also serves to advise administration and the magnet leadership team on magnet related topics. The magnet team presents annual student and parent survey results to both groups for review and to seek advice on continual improvement.

Magnet Leadership Team 2018-2019

Kimberly Beckler	Principal
Clinton McCracken	Magnet Coordinator
Lee Ramsey	Magnet Assistant Coordinator
Melissa King	Performing Arts Department Chair
Sarah Yelensky	Arts Integration Coach/Instructional Coach
Damon Wille	Band Director
Mary Lubaroff	Orchestra Director
Belinda Flores	Musical Theatre/Theatre Teacher
Aaron Penfield	Choral Director
Sam Hudson	Dance Teacher

Placement Auditions

Students requesting placement into an intermediate or higher level course in a Fine Arts Elective will need to meet some or all of the following target goals.

Instrumental Music

All students are encouraged to audition and do the best they can toward each target goal. For example, if a student can only play two major scales they are still encouraged to audition even though 7 scales is the goal.

Wind Ensemble / Jazz Band / Concert Band

1. Applicants should perform seven major scales, from memory, complete with arpeggios. Scales are to be performed a minimum of 2 octaves where possible. Students who wish to play a 3rd octave may do so. Scales must be performed in complete octaves. The scales are to be tongued ascending and slurred descending where applicable. The student will be asked to perform scales in their transposed form. Scales should be performed in the following order, starting with the concert key of: G, C, F, Bb, Eb, Ab, & Db.
2. Applicants should perform the Chromatic Scale in two octaves.
3. Applicants should perform an excerpt from a FBA Grade 1 or 2 Solo. (Grade 2 should be performed when auditioning for Wind Ensemble.
 - a. Percussionists should prepare an excerpt from a snare drum solo and a mallet solo.
4. Applicants will sight-read.
5. Percussionists interested in performing in Jazz Band will be asked to demonstrate the following styles on drum set – swing, rock & Latin.
6. Applicants wishing to play in jazz band must also be enrolled in Wind Ensemble. Guitar players & pianists in jazz band must also be enrolled in their respective instrumental ensemble.

Experienced Beginner/Intermediate Orchestra

1. Applicants should perform D major, G major and C major one octave scales and arpeggios
2. Applicants should perform a Grade I or II level solo from FOA solo listing, or current FOA All State audition etude.
3. Applicants will sight read.

Advanced Orchestra

1. Applicants should perform C, G, D, F, and B flat major, 2 octave scale and arpeggio
2. Applicants should perform a Grade II or III solo from FOA solo listing, or current FOA All State audition etude.
3. Applicants will sight read.

Chorus

1. Applicants will perform one song of classical or semi-classical style, such as a hymn, folk song, or art song. (Jazz/Pop not appropriate) Song must be memorized. Students must provide own accompaniment recording or bring the sheet music. No solos should be performed acapella (unaccompanied) unless pre-approved.
2. Applicants will perform some vocal and ear training exercises under the direction of the choral director. No preparation is necessary for this part of the audition.
3. Applicants will participate in an in-depth conference in which the applicant is expected to be relaxed and honest in expressing his/her middle school career goals both academically and artistically.
4. Throughout the audition, judges will be looking for stage presence, confidence, positive attitude, maturity, and potential (both vocally and with musicianship).

Theatre

Applicants will perform a memorized one-minute monologue from a published play.

The judges will be looking for poise, honesty, evidence of a true understanding of both the character and the full context of the monologue, good vocal projection, clear diction, and physical expression. Do not use accents and dialects. The applicant is also advised to have a clearly defined focus and objective (To whom is the monologue being delivered? What does the character want?)

Intermediate/Advanced Dance

1. The audition will consist of two parts:
 - a. A short ballet barre warm-up. Applicants will be asked to demonstrate some technical elements and combination exercises under the direction of the dance instructor. No preparation is necessary for this part of the audition.
 - b. A 1-2 minute solo prepared by the student. The solo can be in any style that your student is comfortable with and can easily be something they have performed previously with a studio or class. It can also be something self-choreographed. Please provide music for the solo on a device with Bluetooth capabilities. Students will be free to leave as soon as they have performed their solo piece.
 - i. Depending on how many we have auditioning with each date, the audition should last between 1-1.5 hour(s).
2. Throughout the audition, judges will be looking for stage presence, control, confidence, positive attitude, maturity, and potential.
3. Once the instructor has received your contact information, you will more detailed information via email regarding dates and attire.

Piano

Applicants will submit the printed version of their most recent piano solo/recital piece via email to Ms. M. King at melissa.king@ocps.net. Students will be placed in the most appropriate level piano class based on this sheet music photo.

1. All Keyboard 2 and 3 students are required to have previous experience reading music and performing in both treble and bass clef.
2. If your child has been playing by ear, they must be placed in the Keyboard 1 class to learn note reading. After reading has been mastered, their performance material will be differentiated by performance level, even if placed in Keyboard 1. They will still have access to music at their level, no matter the class period.
3. Course names will reflect the following but be placed in correct class periods:
 - a. 6th grade course name is Keyboard 1, 7th grade course name is Keyboard 2, 8th grade course name is Keyboard 3. All of these course names will be placed in the Piano levels 1-3, based on audition and experience level.