



IdyllwildARTS
ACADEMY

CURRICULUM GUIDE
2007-2008

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STATEMENT OF PHILOSOPHY

The Idyllwild Arts Academy is an independent, coeducational, nonsectarian institution. Students entering the Academy undertake a combined curriculum of pre-professional arts training and college preparatory academic studies.

The Academy provides students in grades nine through twelve with the skills and attitudes that will improve their opportunities for success in the highly competitive world of the arts and in post-secondary education. Thus, the school provides a curriculum that is both traditional and unique and gives the student the opportunity to pursue several different options after high school.

The Academy recognizes the value of a learning environment that includes students from widely varied backgrounds. The school is committed to a strong financial aid program where the primary common denominators are talent and dedication.

The Academy provides its student body with a climate of cooperation and caring where young people can learn to participate in, and assume responsibility for, building a better community.

Finally, students find joy in the discovery and fulfillment of their visions and gain the confidence and skills necessary to attain and surpass their goals in life.

GRADUATION REQUIREMENTS

This guide is prepared as a general reference for students and parents to plan a course of study at the Arts Academy.

Because the Arts Academy encompasses grades 9 through 12, plus post-graduates, programs ranging from 1 to 4 years in length may be created. Each student's course of study is composed of a combination of the required arts courses listed under each program and the academic courses (credits) necessary to meet the graduation requirements.

Major areas of arts study include music, dance, theatre, visual art, creative writing, moving pictures and interdisciplinary arts.

Instruction in the arts is geared to the ability of the individual student. Advancement from preliminary courses to the most demanding is based entirely upon performance. Thus, a student with extensive training prior to coming into the program may be able to complete the course requirements in a shorter period of time.

Upon graduation students will have completed requirements for an arts program and the following academic requirements:

English	4 years (credits)
History/Social Studies	3 years - World History, U.S. History, Government and Economics/Social Science
Foreign Language	2 years - Consecutive courses in the same language - French or Spanish
Mathematics	3 years - Algebra I, Geometry, Algebra II
Science	2 years - Biology and either Chemistry or Physics
Physical Education	2 years
Visual and Performing Arts	1 year

All academic courses are full year courses (2 semesters) with .5 credit per semester unless otherwise specified.

These required courses meet the University of California Admissions Standard.

Depending on students' needs and enrollment, some academic and arts electives may not be offered every year.

REQUIRED TESTING

Juniors are required to take the PSAT (Preliminary Scholastic Assessment Test) in the fall and the SAT I (Scholastic Assessment Test) in the spring. Seniors take the SAT I in the fall and are encouraged to take the SAT II (previously known as Achievement Tests) in December and in May.

All international students whose native language is not English are also required to take the TOEFL (Test of English as a Foreign Language) in both their junior and senior years.

SUMMER COURSEWORK

Students intending to enroll in summer courses for credit must have the course approved by the appropriate dean before applying. A copy of the course description and information about the type of school should be sent or faxed to the attention of the dean. Internet, homeschool or other distance learning programs are not accepted for academic credit in place of Academy courses.

ESL/LANGUAGE DEPARTMENT CURRICULUM

The English as a Second Language program is designed to provide quality instruction to students whose first language is not English so that they, like native speakers, may meet the academic requirements for graduation as outlined in the Student Parent Handbook and prescribed by the University of California Admissions Standards which our college preparatory high school meets. Three levels of instruction are offered to develop proficiency in oral and written English: beginning, intermediate and advanced. Core classes include listening, speaking, reading, writing and grammar. Class size is limited to provide individual attention and instructors are committed to increasing intercultural understanding as well as language proficiency.

Beginning ESL

Beginning ESL students have four or five hours of classroom instruction each day focusing on basic reading, writing, listening and speaking skills. Students are exposed to various forms of literature, begin to master essential grammar, build vocabulary and learn study skills. A one-semester course in math language proficiency is included.

Intermediate ESL

Intermediate level ESL students have achieved a proficiency in basic English skills. A student at this level is scheduled for three or four hours of ESL each day and takes a math class appropriate to his/her mathematical ability. English language skills continue to develop in all classes. Students study literature which is widely read in native speakers' classes, take a world history class which meets one of the requirements for graduation, and study academic composition and grammar usage.

Advanced ESL

Advanced ESL consists of two or three hours of ESL instruction each day. Typically, students at this level are also enrolled in both math and science classes. At this level, the concentration is on developing vocabulary and writing skills as well as strengthening grammar. TOEFL preparation and support in the mainstream humanities courses are provided at this level. Sheltered classes in American and World Literature and U.S. History are offered.

Math Techniques

This course is designed to acquaint beginning level ESL students with the various mathematical terms and expressions they need to know before enrolling in a regular math course (Algebra I, Algebra II, Geometry, Pre-Calculus and Calculus).

FOREIGN LANGUAGE

Completion of level II of a foreign language is required of all students. Three years of a foreign language are recommended for university entrance. The Arts Academy offers four levels of French and Spanish. Due to the sequential nature of foreign language courses, a student must master the material in the course in order to proceed to the next level. It is the policy of IAA that an average grade of (70%) C- must be achieved before a student can proceed to the next level of foreign language. All new students must take a placement test to determine the most appropriate level of foreign language course.

French I

The primary objective of this beginning course is to acquire working use of a fundamental vocabulary of contemporary French. Students develop the ability to converse in French about such topics as school, family, friends, the house, time, numbers, foods, shopping, the airport and personal activities. A wide variety of instructional materials are employed. Students also begin to learn about French history through readings and projects.

French II

This course builds on the student's elementary knowledge of French and is designed to develop the fundamental skills necessary for genuine oral and written communication. Topics studied include train travel, summer and winter sports, clothes, physical fitness and health, and cars and road regulations. Students also continue learning about French history and the traditions of other Francophone cultures.

French III

This course continues to develop the student's ability to effectively communicate on everyday topics. All communication is in French. An intensive review of grammar accompanies an introduction to French literature and literary analysis. Guided essays and conversations on topics discussed are geared toward sharpening a student's descriptive and narrative prose. In addition to continued instruction in the history of France, students are also exposed to Francophone culture and history via activities, discussions, films and projects.

French IV (Honors) - (Prerequisite: grade of B or better in French III)

This course is designed to teach students to verbally communicate and write wholly in French by focusing on readings about milestone events and important figures from the Renaissance to the Modern period. Students will discuss topics that require intensive use of advanced grammar patterns. Emphasis will be placed on correct pronunciation, inflection, intonation, as well as reading for content, theme, vocabulary development, cultural and historical context and nuance. Students will pursue this intensive study of literature and literary analysis through short stories, poems, novels and passages from important works by French and Francophone (Canadian, African, Caribbean) writers.

Spanish I

The primary objective of this beginning course in Spanish is to acquire working use of a fundamental vocabulary of contemporary Spanish. Students develop the ability to converse in Spanish about topics such as health, weather, time, numbers and personal activities. A wide variety of instructional materials are employed.

Spanish II

This course is for students who have completed Spanish I or the equivalent of a first level Spanish course. The course emphasizes increased competency and proficiency in the language. After a review of basic grammar, the students undertake a thorough study of grammatical concepts. Through daily class activities, students demonstrate practical and meaningful use of the language.

Spanish III

This course is designed for students whose background enables them to read, write, listen and speak in Spanish. The objective of the course is to increase oral facility and to improve ability to participate in authentic Spanish conversations and discussions. Contemporary literary and cultural readings expand students' familiarity with the Spanish-speaking world. Students express their own thoughts and feelings through creative use of the language.

Spanish IV (Honors) - (Prerequisite: Grade of B or better in Spanish III)

This is an advanced course conducted in and requiring students to communicate both verbally and in written form entirely in Spanish. Modern Hispanic literature will be the main vehicle of instruction providing a review and intensive use of advanced grammar. Emphasis will be placed on correct pronunciation, listening comprehension, reading for content, theme, vocabulary development, cultural and historical context and nuance. Frequent written compositions are geared to sharpening a student's descriptive and narrative prose in Spanish.

HUMANITIES DEPARTMENT CURRICULUM

STATEMENT OF PHILOSOPHY

The Humanities department has two main goals. First, it strives to offer a selection of courses in English and history that add breadth, context and perspective to a student's chosen artistic field. Second, it challenges students to meet the increasingly rigorous academic standards of college and university admissions, stressing the skills of clear and thoughtful writing, analytical reading, careful research, and informed and articulate judgment. Given these objectives, the department understands its mission as a supportive and engaged facilitator of the conversation between arts and academics at Idyllwild Art Academy.

STATEMENT OF CLASSROOM ETHICS FOR THE HUMANITIES

The purpose of the Humanities department at Idyllwild Arts Academy is to provide students with the skills to deal confidently and creatively with difficult issues in ways that inspire mature, tolerant, responsible, and independent responses to the world we inhabit. The department understands the study of the Humanities as a richly contested narrative tradition of values, ideas, events and histories. With this in mind, the Humanities classroom is a learning environment that encourages multiple perspectives, historical comparisons and critical questioning, where students are also expected to work towards analytical reading, clear thinking, and thoughtful writing. This ethic of learning seeks to provide students with an appreciation for and comfort with the conflicts and differences that mark the many interpretations of the humanities. Therefore, it requires faculty and students to explore controversial issues concerning gender, sexual orientation, religion, race, and language, among many others.

HUMANITIES DEPARTMENT WRITING CURRICULUM

The arts grow increasingly dependent on the written word as a means of expression, whether in the form of grant proposals, artists' statements, applications to conservatories, screenplays, or simple displays of one's independent point of view. Consequently, one of the most important academic objectives of the Humanities department at Idyllwild Arts Academy is teaching students the skills that are involved in clear, simple, and thoughtful writing. It is an objective central to both English and history classes. In addition, the Humanities department understands that different skills are required at different stages of academic development. For 9th and 10th grade students, writing instruction emphasizes vocabulary, grammar, academic summaries, paragraph development, brief essays in a variety of genres, and frequent research exercises pertaining to course content. For 11th and 12th grade students, the writing instruction focuses primarily on the development of short critical and persuasive essays which include the aforementioned elements as well as a greater emphasis on research and the use of secondary source materials.

ENGLISH

Introduction to Literature

This required 9th grade course explores the literature and cultures of several regions of the world. Past explorations have included India, North American indigenous peoples, Africa, Latin America, and Japan. The readings address all major literary genres (novels, short stories, poetry, drama, and some non-fiction). Discussions about theme, style, use of metaphor, narrator's voice and character development help students interpret possible meanings of the work and of literature as a whole. Written expression and the writing process is also heavily emphasized as students learn to develop critical and personal essays and shorter research papers. Students will also work on academic skills such as summarizing, note-taking, outlining, and learning to read critically. Finally, we'll work on building vocabulary and test-taking strategies for the PSATs and the SATs through workbook assignments and quizzes.

Classics of Western Civilization

This English course focuses on literary classics which provide insight into Western culture. In addition, writing assignments emphasize the writing process as it applies to compositions which analyze and explain aspects of the literature studied. The literature includes short stories, drama, poetry and novels of Homer, Sophocles, Sappho, Dante, Chaucer, Shakespeare, Swift, Mary Shelley, Dostoevsky, Camus, Kafka, Ibsen and Woolf.

American Literature

This course examines the themes that run through the body of the American literary canon. In the first part of the course, we attempt to understand the ideals that have shaped American life and, by extension, its literature. In the second half, we consider the realities and their correlation or contrast with those ideals. Progressing thematically rather than chronologically, the class studies units such as Southern literature, literature of immigration, race and nature, etc. Through class discussion and extensive group work, we consider work of major (and minor) American authors and trace the reactions and responses to the culture of this country.

In addition to our attempt to understand the fiction and non-fiction of America, the class works on analytical writing skills including frequent formal essays, personal and college essays, and response papers.

Senior English Electives

The following courses are designed for seniors. Each course meets for one semester only, so it is necessary to take two courses to receive one English credit. (Not all courses are offered each year.)

1. Contemporary Literature

Through readings, discussions and writing this course explores how authors use their art to respond to the world of the late 20th and early 21st centuries. One of the main themes investigates the different ways writers deal with suffering, death or loss, both on an individual and historical or cultural level. Readings include novels and dramas, non-fiction, short stories and poetry.

Discussions about themes, style, and use of metaphor, narrator's voice, and character development will help us understand what is meant by "contemporary literature." Students will have many opportunities to practice all kinds of writing, including extensive work on a college admissions essay and a grant proposal. An essential aspect of the writing process is revising one's ideas and how to express them, so students will be required to write at least two versions of all longer writing assignments. Finally, students will also develop research and analytical skills through presentations and brief papers on the critical literature about the readings and themes.

2. Mythology

Myths originally served two purposes--to explain and to teach. They continue to appeal today because they depict a universe in which human beings take their place in a much larger scheme. They also reveal important aspects of attitude, behavior, and values of particular cultures. Tales of heroes and heroic deeds still have the power to entertain and inspire us. This course exposes students to the great stories that comprise classical and world mythology.

3. The Novel into Film

This course focuses on a comparative analysis of the mediums of literature and cinema by examining the process of adapting novels into feature films. We discuss the process of adaptation as one of translation, wherein a core story is rendered in two separate modes of storytelling, each defined by a specific language and aesthetic. Students consider the notion of novel as "resource" for film and discuss the possibility of artistic liberty as a means of creating a unique work of art.

4. Poetry

To read a poem well and understand its logic, one must give it a "total response," engaging all imaginative and cognitive faculties. In return, poetry helps us cultivate wonder and feeling outside of the normal, linear confines of language. Students develop critical thinking and communication skills as they explore the genre through close reading, collaborative discussion, and exploratory and persuasive writing. While this is not a course in the writing of poetry, students may feel inspired to write their own poems. The bulk of the writing in the course is critical essays written about the poems.

5. The Art of Telling Stories: Native American Literature and Culture

Native American culture provides a rich history and literature of storytelling. What does it mean for a literature when storytelling is both an oral and literary tradition? What is its significance when storytelling bears meaning in all areas of the human experience—spiritual, historical, social, psychological, and artistic? Through readings of fictional and non-fictional work, as well as examinations of film, visual arts, performance art, and music, this course will explore the multiple perspectives on the Native American experience. We will also look at the historical context that shows that literature and art are not only expressions of individual identity, but witness to the history and culture of a people. Among the authors and artists we will explore are Sherman Alexie, Louise Erdrich, M. Scott Momaday, Leslie Marmon Silko, Gerald Clarke, Chris Eyre, Gerald Vizenor, Darcy McNickle, Joy Harjo, John Trudell, and Joseph Bruchac.

World Literature

This course is designed to engage international students in the literary works of well-known writers from many different countries of the world. Students study a variety of literary genres including short stories, poetry, drama, essays, biographies and short novels. They also focus on their writing skills, in particular the construction of tightly organized, cohesive, and concise essays. Students work individually and in appropriate groups on vocabulary development.

Honors Courses in the Humanities

The Humanities department offers a series of honors courses in the 11th and 12th grades. They entail a far more rigorous and challenging curriculum than the standard courses at these grade levels. The reading assignments are more complex and provocative, requiring students to invest more time, critical analysis, and creative energy in the study process. These courses also demand that students consistently write and think with increased argumentative sophistication, critical insight, thoughtfulness, and clarity. In short, they not only provide greater depth of subject matter and more interesting opportunities for independent learning, but they also commit the student to a heavier academic workload that may at times impinge upon a student's devotion to arts classes. The following are the minimum requirements for all honors classes in the Humanities department at Idyllwild Arts Academy:

1. All Humanities honors classes have a maximum of 18 students per class.
2. All applicants should have a cumulative GPA of 3.8 or higher.
3. All applicants must submit a letter of interest explaining why he or she wishes to enroll in Humanities honors classes.
4. All applicants are evaluated by a Humanities department faculty member in terms of their work ethic, class participation, reading and writing skills, and intellectual curiosity.

American Literature (*Honors*)

The honors American Literature course examines the same themes as the non-honors course and the division of content between the semesters is also similar. The honors course, however, tackles more content, including more complicated and varied literature: (Eliot's *The Waste Land*, Faulkner's *As I Lay Dying*, etc.) and longer extracts from selected works (Thoreau's *Walden*, John Smith, etc.) Fewer group projects are assigned and the class emphasizes independent work and high-level college preparatory analysis and discussion. Expectations for written work are far more stringent than those assignments for a non-honors student, and the personal attention to writing style and the perfecting of essay structure and approach is more intense. In order to succeed in the honors course, students need not only diligence, but also imagination and analytical creativity.

Literature of Western Thought (*Honors*)

In this 12th grade course we trace the ever-changing relationship between literature, history, and culture from the First World War to the present day, exploring that relationship through poetry, novels, short stories, plays, films, and non-fiction essays. Students hone their critical thinking skills through the writing of persuasive thesis papers, close textual readings, research, and written and oral collaboration.

HISTORY

World Cultures

Required for 9th graders, this social science course provides an introduction to cultures from around the world. The course moves from continent to continent, investigating one or more countries in depth. Recent explorations have included Tanzania, Iran and Columbia and student input is taken into consideration when making the selection. The significance of political and physical geography, history, and current events is explored to guide students to a critical understanding of where cultures come from and how to best understand them today. Through class discussion and a variety of written and hands on projects, World Cultures students work to gain skills in critical thinking and writing.

Western Civilization

The History of Western Civilization is a course exploring the development of individual freedom against the backdrop of innovations in human reason, technology, and science. The historical design of this development is primarily chronological, moving from ancient Greek and Roman notions of philosophy, citizenship, and republican government to the more modern post-Enlightenment problem of locating the individual in the projects of nationalism, capitalism, secularism, and globalization. The course emphasizes how the individual quest for freedom is both a cause and effect of significant historical changes in Western Civilization. A variety of learning strategies, including lectures, group discussions, role-playing exercises, student presentations, and research projects will be employed. Students will also cultivate their own critical perspectives through the writing process of personal, persuasive, and expository essays.

United States History

The purpose of this course is to introduce students to some of the philosophical, political, economic, and cultural controversies that define American history. The course aims to make real the connection between the past and the present through an ongoing investigation of domestic and international current events. The course also entails an exploration of historical themes rather than the traditional chronological approach to American history. Some of the themes are "Creativity and Innovation," "Systems and Resistances," and "Economy, Work, and Wealth." By contrasting the histories of these themes with their present-day practices, students gain the ability to situate themselves in a larger historical context and envision a variety of roles for themselves as world citizens.

This course also provides students with a chance to build thinking, reading, writing, analytical, and test-taking skills. They learn to read and evaluate primary and secondary materials, to plan and write effective essays, and to formulate sound oral and written arguments. All writing assignments require students to think across traditional disciplinary lines and find connections between diverse realms of culture, from politics and economics to art and technology. Students are challenged to develop independent opinions and support those views with strong evidence and persuasive analysis.

Government and Economics

The purpose of this course is to introduce students to some of the philosophical and historical issues that comprise America's political, economic, and cultural place in the contemporary world. Our study will begin with a discussion on the meaning of politics, government, economics, democracy, and globalization. From there we will explore the Colonial and Constitutional foundations of American political practices and beliefs, concluding with an investigation into the institutions of federalism, the legislative, executive, and judicial institutions of government. By placing the histories of these American ideas and institutions beside their present-day global influences, perhaps we can gain new and different insights into those places where politics intersects with our daily lives as students, artists, and citizens.

Social Science 12 Electives

The following courses are designed for seniors. Each course meets for one semester only and is paired with the required government and economics course to fulfill the senior social science requirement.

1. Comparative Religion

This course is designed to provide a firm foundation of knowledge in the world's religious traditions. Through class discussion, personal reflection and essays, we investigate questions of the soul, faith, salvation, and the idea of the sacred. We delve into the metaphysical interpretations which different traditions assign to reality and discover common threads as well as differences in ritual and religious identity. Huston Smith's *World Religions* serves as our general reference. To give a deeper experience of primary texts in various religious traditions, we also read such works as *The Bhagavad Gita* and *Upanishads*, "The Heart Sutra" and *The Dhammapada*, *The Qu'ran*, *The Bible*, *Taoteching*, *The Analects of Confucius*, and readings in Native American and Aboriginal cosmologies. We also read essays on inter-religious dialogue by Cousins and Panikkar.

2. Introducing Philosophy

This course surveys topics in philosophy with an emphasis on historical and cultural contexts. The course begins with an introductory study of critical thinking and logic. From this base we explore the following topics: knowledge and truth, self-identity, philosophy of religion, freedom, ethics, justice and beauty. Students use basic skills of analytical reasoning in considering and comparing alternative viewpoints within each topic. Class discussions and various written assignments provide the students with venues for expressing and exploring their own views.

3. Introducing Psychology

This course is offered as an introduction to psychology, the study of thought and behavior. We begin with a brief look at the history of psychology as an objective science, noting some of the great minds that have influenced the discipline. As the course continues, students have the opportunity to trace the process of human development while analyzing biological, personal, and social influences on various aspects of psychological function. Our topics include perception, emotion, memory, language, the origins of behavior, nature vs. nurture, as well as relevant aspects of personality and social psychology. Finally, we conclude the semester with a comprehensive look at various issues in contemporary psychopathology.

4. African-American History

This course introduces students to African-American history within the context of the larger American experience. Discussions will explore such topics as colonialism and the transatlantic slave trade, reconstruction after the U.S. Civil War, the Harlem Renaissance, the Civil Rights Movement and present day representations of African-Americans found in cultural media such as TV and hip-hop. The course will use texts from the traditional canon such as Stowe, Douglas, Hughes, de Bois and King in addition to eyewitness historical narratives of the people who witnessed and lived through the events of their time.

5. Introducing Terrorism: Values, Public Performance, and Power

This course will survey historical episodes in which acts of terror destabilized the values of divine right, reason, nation, capitalism, modernity, and democracy. The time frame will stretch from the reign of terror during the French Revolution to the present-day impact of Al-Qaeda. The conceptual focus of the course will explore the performative (i.e., theatrical, cinematic, linguistic) aspects of terrorism. Examples will include Robespierre's public use of the guillotine, the assassination of Ferdinand on a Belgrade parade route, the televised takeover of the Munich Olympics, and the recurring implosions of the World Trade Center. By mixing the historical with the conceptual, the course will consider how terrorism makes us rethink the value of power in a world where a "show of force" by the powerless can weaken the "foundations" of the powerful.

U.S. History (*Honors*)

The purpose of this course is to challenge students to think about the American historical transition from a variety of critical perspectives. This course's foundations are the philosophical, political, economic, and cultural controversies that define American history. Its structure is primarily thematic rather than chronological, and the course content and creative opportunities allow students to develop their own independent points of view. The content of U.S. History (Honors) includes a critical engagement with primary texts, stretching from narratives on the first Spanish encounters with the Aztecs and John Winthrop's "Little Speech" aboard the Arbella, to George Kennan's Cold War essay on Soviet conduct and George Bush's recent policy statements on the war against terrorism. In addition, the course relies on a good deal of critical writing and research projects that challenge students to develop sound ideas and arguments in relation to some of the most notable and controversial interpretations of the American historical record. For these reasons, the course requires not only hard work, but also a good measure of curiosity, creativity and ambition.

U.S. Government and Economics (Contemporary History: Politics and Art) (*Honors*)

The purpose of this year long 12th grade course is to encourage students to think, read, and write critically about the contested relationship between politics and art in the 20th century. It begins with an analysis of some of the key historical and philosophical variations on violence, power, democracy, beauty, interpretation and difference. From there, the course considers more contemporary examples of the crossroads between politics and art including global nationalism, European fascism, Cold War extremism and American neo-conservatism. Finally, the course seeks to understand the current impact of politics on music, dance, film, visual art, creative writing, theater and critical thought.

MATHEMATICS/SCIENCE DEPARTMENT CURRICULUM

The Mathematics department offers sequential courses from Algebra through the second year of Calculus (H). The Arts Academy's core math classes required for graduation consist of Algebra I, Geometry, and Algebra II. Due to the sequential nature of our math courses, a student must master the material in one course in order to proceed to the next. It is the policy of Idyllwild Arts Academy that an average grade of 70% (C-) must be achieved if a student is to move on to the next level of mathematics. The curriculum that we use was jointly developed by high school mathematics teachers and university professors from the University of California at Davis to meet the new National Standards of Mathematics required by the state of California. The standard topics are presented in an innovative group setting using a hands-on approach with an emphasis on problem-solving skills and a spiraling of review problems and current problems for homework. All three of our core classes integrate statistics and probability within the curriculum. Teachers serve as facilitators rather than lecturers, enabling them to work with both small groups and individual students during class time. Texas Instruments-83 and/or Texas Instruments-84 graphing calculators are used in classes at almost every level. Teachers use overhead graphing calculators in all classes to help students visualize and better understand the mathematics they are learning.

We have no Pre-algebra class. If a student cannot test into Algebra I, he/she must remediate his/her math skills during that school year with outside assistance.

Algebra I

This course focuses on learning basic Algebra I skills including exponents, linear functions, quadratics, graphing functions, solving equations, ratios, solving systems of equations and solving for slope. Students work in groups and learn problem-solving strategies. Students also learn to use the graphing calculator (Texas Instruments-83 or 84 required).

Geometry

The Geometry course presents classical topics such as two column proofs, congruence in triangles, conjectures, visualization of two-and-three-dimensional figures, similarity, basic trigonometry and circles. These traditional topics are learned in small problem-solving groups as well as independently. There is a spiraling review of Algebra I as well as independent work in Geometry assigned as homework. The graphing calculator is used to further the students' understanding of the topics presented (Texas Instruments-83 or 84 required).

Algebra II - Prerequisite: grade of C- or better in both Geometry and Algebra I

Algebra II students utilize a graphing calculator to assist them in mastering the topics of Algebra II such as discrete functions, exponential functions, log and other inverse functions, polynomials and further studies of the sine, cosine and tangent functions with their graphs. Students work in small groups to hone their problem-solving skills. (Texas Instruments-83 or 84 required)

Statistics and Probability – *Prerequisite: Permission of the Mathematics department*

This class is designed for students who are interested in studying beyond the Algebra II level of mathematics but do not wish to follow the Pre-Calculus (H)/Calculus (H) track. While the emphasis will be on the concepts of statistics and probability, topics will include logarithms, algebra topics for college, modeling and statistical analysis, one variable statistics, conic sections, and linear transformations. (Texas Instruments – 83 or 84 required)

Advanced Math Topics - *Prerequisite: Algebra II and permission of the Mathematics department*

This course is designed to intrigue the art-oriented student by exploring such topics as: the infinity of infinities, the space-time continuum, the art of Escher, the geometry and topology of curves and strange shapes, the math of games and gambling, fractals and chaos, and statistics and lies. There is a major student-chosen project each semester. The rigor of the course is maintained by using a college math text for arts majors, *The Heart of Mathematics*.

Pre-Calculus (Honors) – *Prerequisite: Algebra II with grade of B or better and permission of the Mathematics department*

This course is a development of the concept of function through a review of linear and quadratic equations. Students will learn conic sections, systems of equations and inequalities, exponential, logarithmic and trigonometric functions, identities, and complex numbers. The course concludes with an introduction to the topic of limits necessary for calculus. (Texas Instruments – 83 or 84 required)

Calculus (Honors) - *Prerequisite: Pre-Calculus with grade of B or better and permission of the Mathematics department*

Calculus is the study of change in mathematical systems and its application to the physical and social sciences. Using the concept of limits, the techniques of differentiation and integration of polynomial, exponential, logarithmic and trigonometric functions and their applications are studied. (Texas Instruments – 83 or 84 required, TI-89 optional)

Calculus II (Honors) - *Prerequisite: Calculus (H) with grade B or better and permission of the Mathematics department*

This class is designed to provide a second year of calculus at the high school level. We continue from the Calculus (Honors) curriculum and study parametric, vector and polar equations, convergence of series, MacLaurin and Taylor polynomial approximations and introduce differential equations. (Texas Instruments – 83 or 84 required, TI-89 optional)

Note: Contingent upon enrollment not all advanced and honors mathematics courses are offered each year.

SCIENCE CURRICULUM

All students are required to complete two years of science, Biology and either Chemistry or Physics. Those who may attend a four-year university are encouraged to take at least three years of science.

Freshman Physics - *This course fulfills one year of the science requirement.*

Freshman Physics is the foundational science course for pursuing studies in high school science. Experimentation is emphasized with particular focus on obtaining repeatable, accurate and precise data. Data analysis is performed and the scientific method is practiced in inquiry-based study. Topics include, but are not limited to, Aristotelian vs. Newtonian mechanics, paradigm shifts in the study of the solar system, the states and properties of matter, heat energy and phase changes, electricity and magnetism, and paradigm shifts in the study of the atom. Labs are based on open-ended investigation and the method of multiple working hypotheses. Mathematics is limited to simple calculations but equations are emphasized as explanations, connections and relationships.

Biology

Biology is the study of life and its interrelationships. It begins with the study of community and biomes and how the diversity of life is caused by life evolving to fit every niche. The history of life and how it evolves and how humans themselves have evolved are essential ingredients in the understanding of biology. The course ends with the study of the human body with emphasis on the brain, the reproduction system, and the cause and prevention of disease. The course has a strong lab component which includes detailed microscope work and dissections.

Chemistry

Chemistry is the study of the underlying structure of all matter and the reactions that occur between substances. Emphasis is placed on a hands-on approach, active learning through manipulation, experimentation, and projects. Among the topics studied in detail are atomic structure and its relationship to the quantum theory, nuclear chemistry, chemical bonding, chemical nomenclature and equations, acids and bases, and oxidation/reduction. Organic chemistry is also surveyed. Additional topics studied in project format and presented to students may include polymers, chemistry of the earth, of air and of water, energy, biochemistry, the chemistry of food, household chemicals, fitness and health, drugs, and poisons. The focus of the laboratory experience is on safety and skill in the use of equipment. Students explore the behavior of chemicals while handling them safely and carefully. They also gain proficiency in accurate measurement techniques. While basic mathematics is occasionally used to solve problems and compute results in the laboratory, it is not an emphasis of this course.

Physics - *Prerequisite: Algebra I and Geometry*

Physics is the study of the “how” of the universe from the structure of the parts of an atom to the pull of the distant stars. Mechanics, sound and light, and electricity are some of the major topics. The application of physics to understand such things as music, color, electric motors and other everyday phenomena is studied.

Honors Physics - *Prerequisite: grade of B or better in Algebra II*

This course emphasizes an understanding of the role math has in the explanation of the phenomena of the real world. The course also stresses the theory of scientific knowledge and its application to physics. Through experimentation students explore the application of physics to everyday life. Mechanics, relativity, sound and music, light, and electricity are major topics.

Advanced Biology - *Prerequisite: grade of B or better in Biology*

The first semester involves a study of genetics and the development of an understanding of how DNA and molecular biology pertain to genetics. Once a basic understanding of the above topics is established, the focus becomes the role of genetics in modern biology including a look at possible future applications. The second semester involves a study of behavior and ecology and the development of an understanding of how the nervous and endocrine systems, whose development is controlled by genetics and the environment, relate to behavior and ecology.

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Environmental Studies (*Year long Senior elective*) – *Department approval required*

As human beings deeply imbedded and reliant on the world around us, it is important to understand the social, economic, political and natural systems at play in our world. Environmental Studies is offered to motivated seniors as a way to explore our connections to “the environment” through many different lenses: global, national, local and cultural. Through reading, writing, discussion, research, team projects and personal experience, we will learn about how our world currently operates and how to live in a way that benefits future generations. This dynamic class will require full participation and willingness to dive into difficult and complex issues with an open mind. Seniors should expect at least 2 hours per week devoted to homework and research outside of class.

PHYSICAL EDUCATION CURRICULUM

Due to the unique curriculum offered at the Arts Academy, the Physical Education program tends to be more creative than the typical standardized course offerings. These courses are intended to inspire lifelong healthful activities and to promote fitness.

All students are required to complete two years of Physical Education; however, it is recommended that students take a physical education course each year they are enrolled at the Arts Academy.

Physical Education

Course offerings may include:

Aerobics	Individualized running program
Basketball	Stage Movement
Cycling	Swimming
Dance department courses	Tennis
Musical theatre dance courses	Walking/Jogging
Hiking	Weight Training
Individualized exercise program	Yoga

Courses meet a minimum of three hours per week and offerings may change depending upon enrollment. A student may elect to take the same course all year or take a variety of courses which fit his/her schedule. This program is designed to be flexible and to meet the needs and interests of the students.

ACADEMIC SUPPORT SERVICES

Resource Center

The Resource Center is staffed by a full-time faculty member who provides individual and small group tutoring for students needing extra support in their academic courses. A student may be assigned to the Resource Center on a regular basis by the Dean of Academics or may drop in on occasion for extra help.

Faculty Office Hours

Each academic faculty member holds regularly scheduled office hours Tuesday through Thursday during the X-block from 10:55-11:35 a.m. and Fridays from 12:20-1:00 p.m. Students are encouraged to seek assistance from their teachers when needed. Attendance may be mandated for any student whose grade drops below a grade of C in any given class.

CREATIVE WRITING PROGRAM

STATEMENT OF PHILOSOPHY

The Creative Writing major at the Idyllwild Arts Academy is designed to encourage the creative powers of gifted young writers, teach writing skills and techniques, introduce the discipline of close reading and practical criticism, and prepare students for college and the many paths a professional writing life may take. Students are expected to study literary history, think critically, and experience the process of literary creation and revision firsthand.

Candidates for admission must submit a portfolio for evaluation that includes several representative writing samples of poetry, fiction, and nonfiction. The total submission should be at least fifteen pages total. Applicants are evaluated on overall academic achievement as well as their writing skills and experience. Due to the large amount of reading required, applicants should also have a high reading level of comprehension.

DEPARTMENT REQUIREMENTS

Creative Writing majors are placed in the different workshop levels and courses based on faculty evaluation of the student's current need, developmental level, and readiness. Workshop classes do not necessarily follow a sequential order and students can be moved up or down in the hierarchy depending on performance.

Because of the amount of writing required in the program, Creative Writing majors are expected to provide their own computer with Microsoft Word, printer, a zip drive or other means of backing up writing, and enough supplies--paper, ink or toner cartridges, etc.--to last through a semester. Printer support materials are not readily available locally.

CREATIVE WRITING DEPARTMENT CURRICULUM

Creative Writing Workshops in Poetry, Fiction, Essay, Playwriting, and Screenwriting

Introductory Workshop

These separate semester-long courses provide a thorough introduction to the process of writing for the selected genre. Students study a wide range of literature, with a goal of understanding the varieties and challenges of written art. Through presentation of new work for group critique, students develop skills in writing, critical reading, and the habit of revision. These literature-based courses emphasize class discussion and individual writing experiments. Major assignments include a minimum of two stories per semester and six poems, depending on the genre studied. Non-majors need the department chair's permission to participate in workshops.

Advanced Workshop

These separate advanced workshops offer semester-long continuing study of the process of writing in the selected genre. In addition to presenting new work for group critique, students translate, with faculty assistance, works from other languages for translation workshop sessions. At the end of the advanced course, through a curriculum of writing exercises, revisions, readings, and interaction with visiting writers, each student has an extensive portfolio of revised work. Completion of the introductory workshop or department chair permission is required for this course.

Honors Workshop

These separate workshops are designed for those students of selected genre who have displayed a high degree of self-discipline and motivation in writing, critical reading, and the habit of revision. These literature-based courses emphasize class discussion and individual writing experiments.

Literature and the Writer

All courses in this category focus on particular aspects of the concepts and practice of poetry, fiction, creative nonfiction, playwriting, screenwriting, or other forms of imaginative writing. Critical thinking and the observation of technique are examined in the classes offered under this description. Through lecture and class discussion, students trace the development, similarities and differences of major works of poetry and/or fiction from specific movements, genres, or eras, with an emphasis on the writer's process and the influences on those processes. Courses under consideration include surveys of Russian, German, Latin American, French, or Japanese literature; seminars on Modernism, Impressionism, or Surrealism; Southern Writing; Science Fiction, Sports Literature; Literature and War; Literature and the Environment; Writing from the Civil Rights Struggle; and cross-disciplinary explorations. Writing exercises are derived from the readings, and students are provided with the studio time to develop responses to the imaginative challenges posed by the readings and class discussion. These exercises may be used for workshop submissions.

Author Seminars

An author seminar is structured similarly to the Literature and the Writer course outlined above, but it examines a single author's work in chronological order. For example, if Virginia Woolf is the selected author, her works—novels, essays, and personal correspondence—are discussed in a linear manner starting from her first known work through her last. Authors with a large body of work are covered over the course of an entire semester; those with a lesser volume of work are covered in a quarter. This course is designed to show how an author's style and technique develop over the course of his or her writing career. Authors likely to be studied in this manner are Italo Calvino, Vladimir Nabokov, Elizabeth Bishop, Sylvia Plath, John Milton, Philip K. Dick, Franz Kafka, Jane Austen, Gabriel Garcia Marquez, Toni Morrison, and others. In 2006 the seminars focused on Anton Chekhov and American Crime Fiction from the 30s, 40s, and 50s.

Writing for T.V. and Film

Classes under this description offer students a broad background on the history and development of film and television as artistic media through the study of cinematic language and technique, art and philosophical movements, narrative construction, and screenwriting. The students develop their ideas and opinions through short written critical analyses. Representative classes include Film Analysis, Novel into Film, Film History, and Film Noir.

Creative Writing Independent Study

Students may undertake independent study projects in areas not covered by the established writing curriculum. Independent study, however, may not be sought as an alternative to or a method of avoiding courses included in the curriculum. A written proposal for any independent study must be presented at the beginning of the semester during which the project is to be completed and must be approved by the department chair. An approved copy of the proposal must be submitted by the department chair to the Dean of the Arts to be placed in the student's permanent file. Credit for independent study will be determined by the department chair and the Dean of the Arts.

Creative Writing Tutorial

For the duration of a tutorial, students undertake a major project such as a collection of poems, a collection of short stories, a full-length play, a feature screenplay, or a novel. Bi-weekly meetings encourage students to meet short-term writing goals in service of the larger work. Students are encouraged to develop daily writing habits and a professional attitude towards literary creation. Other readings and exercises may be assigned as part of the tutorial. Students are graded weekly on the basis of mutually agreed criteria.

Coffee House Readings

Creative Writing students are required to read selections from their works during informal readings that occur throughout the year.

Senior Requirements

Seniors undertake three major projects in addition to regular coursework: 1) a critical paper responding to the major works of a selected author, 2) an oral examination over a list of selected novels, 3) presentation of a formal portfolio of creative work of "publishable" quality.

Community of Writers

Because Idyllwild is located between Los Angeles and San Diego, there are many opportunities for students to experience a wide range of literary influences first hand. Trips are organized to reinforce the topics and genres that the students are currently studying. Past field trips have included visits to the Huntington Library, South Coast Repertory, San Diego State University, University of California at San Diego, and the Lannan Foundation's "Readings and Conversations" series at the Pacific Design Center in Los Angeles.

The Academy's Creative Writing program is a member of the Associated Writing Programs (AWP), and the Creative Writing students have access to all of the membership benefits. The students receive five newsletters per year as part of our department's enrollment in this national nonprofit organization. These newsletters contain interviews with established writers, contest and workshop announcements, calls for manuscripts, and feature articles on the writing process.

Publications

The Creative Writing students edit and publish the Academy's art and literary journal entitled Parallax. The students solicit material from the entire student body (including written and visual arts), select the most suitable submissions for acceptance, set the order of the selected writings and artworks to provide a thematic base, and present the finished magazine to the school community during a publication reading. All authors are encouraged to read their contributions at this time. Enrollment in the Creative Writing program does not guarantee publication in Parallax. The selection of manuscripts is based on quality, thematic connectivity, and appropriateness to the issue in production.

Master Classes

Nationally recognized writers or professors of literature visit Creative Writing classes to highlight the particular area of concentration the students are currently working in. Their presentations are designed to give students an insight into the writing life of an established author and to expose the students to possible careers that can arise from a thorough understanding of literature and the writing process. Recent guests have included Larry Heinemann (winner of the National Book Award for his novel *Paco's Story*), Susan Straight (winner of the Milkweed Award for *Aquaboogie—A Novel in Short Stories*), Larry Bishof (screenwriter for *The Waltons*, *Little House on the Prairie*, and many other movie and television shows), novelist J. Robert Lennon, poets Ben Lerner (nominated for National Book Award for *Angle of Yaw*), Eric McHenry (winner of 2006 Kate Tufts Prize for *Potscrubber Lullabies*), Victoria Chang, James Hoch, Catherine Barnett, and Philip Levine (winner of the Pulitzer Prize and National Book Award for poetry).

DANCE PROGRAM

STATEMENT OF PHILOSOPHY

The Dance program is designed to provide students with the technical and artistic versatility required to advance in the professional dance world.

Ballet plays a crucial role in the education a Dance major receives at the Arts Academy. Classes focus primarily on using the established ballet tradition in a way that is appropriate for the demands made on dancers in the 21st century. From the start, students work toward achieving both technical expertise and artistic expression, developing an understanding of and feeling for efficient movement. By applying the laws of physics to the principles of classical ballet, each student acquires healthy movement habits, thus minimizing the risk of injury, and learns how to apply these laws to dance techniques other than ballet.

From the start, students work through the development in barre work and progress on to centre floor practice. Their advance in technical expertise and artistic expression allows them to develop an understanding of and feeling for complex movement, timing and line in their work. Fall and spring showcase performances are presented with all of the dancers participating.

Modern Dance classes give the Dance major the versatility required to succeed in his/her field. Through their class work, students become aware that natural sources for movement such as weight, gravity, space and energy provide the basis for technical ability and for choreographic creativity. Modern dance training, with its emphasis on the articulation of the torso and pelvis, helps the young dancer develop the strong and supple body necessary for a long career. Juniors and seniors present their own choreography in a spring showcase.

Jazz Dance classes which give the dancers training in rhythm, dynamic movement, phrasing and work on long combinations, train the dancer in performance, skills, and endurance.

Master Classes – All Dance majors participate in master classes in modern, jazz, ballet and ethnic styles of dance. Idyllwild's proximity to Los Angeles and San Diego provides easy access to the many performances that take place regularly in these cities. Workshop topics include: acting for dancers, anatomy, basic nutrition, career counseling, character dance, costuming, dance history, dance literature, first aid and care of dance related injuries, lighting and stage technology and stage make-up. The workshops occur throughout the year.

DEPARTMENT REQUIREMENTS

All Dance majors must enroll in ballet, modern and jazz dance classes each year that they are in the program. All Dance majors must complete a minimum one year of course work in Anatomy and Kinesiology. Juniors and seniors are required to take Dance Composition, and all Dance majors are required to take Dance History and Dance Appreciation. Tap dance is available as an elective. Placement into all technique classes is by audition.

The Dance program is focused on developing performing abilities; therefore, all Dance majors are required to participate in Dance performances. Faculty and students work together to develop senior solos in preparation for college/university and professional company auditions according to each student's individual goals.

DANCE DEPARTMENT CURRICULUM

Anatomy and Kinesiology

This course is devoted to the study of the structure and function of the locomotor system, essential for injury prevention. By putting into action the principles of the course, students acquire healthy movement habits applicable to any dance-related activity. Students may be required to repeat this course at the discretion of the Dance chair.

Ballet I - IV

Ballet is offered on all levels and deals with the classical syllabus. Students are placed in levels at the discretion of the faculty. Ballet stresses the simultaneous development of strength, limberness, neuromuscular coordination, spatial orientation, musicality and stylistic clarity. The curriculum takes the students from a basic understanding of the principles of ballet to the technical mastery needed for full artistic expression. Concurrent enrollment in one of the following is required: Anatomy and Kinesiology, Music Fundamentals for Dancers, Dance History.

Pointe Class (Credit included with Ballet technique classes)

At the beginning level this class provides a student with the technical understanding and muscular strength needed for efficient pointe work. The advanced section deals with more complex technical skills emphasizing the articulation, speed and endurance required in the classical ballet repertoire.

Men's Class (Credit included with Ballet technique classes)

This class is designed to provide male students with the strength, stamina and specific technical training required for the classical male repertoire.

Pas de Deux (Credit included with Ballet technique classes)

In this advanced course students use their technical expertise and awareness of timing to become familiar with the sense of mutual trust and support essential to the art of partnering.

Body Conditioning

This class teaches exercises that correct body alignment and optimize muscle usage in order to prevent injuries. Strength-building routines are combined with stretching exercises to improve movement efficiency, to increase range of motion and, ultimately, to enhance career longevity.

Dance Appreciation

This course is devoted primarily to watching videotapes of a wide variety of dance forms. It is intended to develop the students' artistic taste, to inform them of current trends in the professional dance world, and to motivate them for their daily work in the studio by exposing them to remarkable dancing and choreography.

Dance History

This course explores the history of dance from the ancient world to the present. The students develop an appreciation of their heritage in this art form through readings, lectures, and viewing films and videotapes. Students also have opportunities to attend performances by world famous dance companies.

Jazz Dance I - IV

This course teaches various jazz techniques and styles at all levels. Several sections are offered. Entry-level classes give interested beginning students an introduction to the basics of jazz dance. Upper level classes provide advanced jazz dancers with the chance to explore and refine their craft. Emphasis is placed on technique and stylistic problems. Jazz dance classes are open to all students with consent of instructor. Students are placed in levels. Concurrent enrollment in one of the following is required: Anatomy and Kinesiology, Music Fundamentals for Dancers, Dance History.

Modern Dance I - IV

The modern dance curriculum focuses on developing technical abilities along with artistic versatility. By concentrating on the articulation of the spine, the technique classes explore the full range of possibilities for movement in the torso. The usage of different rhythmic structures in class and the emphasis on musical phrasing help create a musical dancer. Several levels are offered. Students are placed in levels at the discretion of the faculty. Concurrent enrollment in one of the following is required: Anatomy and Kinesiology, Music Fundamentals for Dancers, Dance History.

Dance Composition

In composition class students learn, by composing their own dances, that dance is a language with a specific vocabulary. Pieces the students choreograph are presented as part of the performance series held on campus during the year. Composition class is available to Dance majors with permission of instructor.

Music Fundamentals for Dancers

This course promotes a musicality of movement in dance through the knowledge of basic music fundamentals, broadens the student's knowledge of the types of music available for dance, and teaches historical development of musical forms. Students may be required to repeat this course at the discretion of the Dance faculty.

Tap Dance I - IV

Tap dance is an elective course that teaches basic tap steps and rhythm carried through to advanced techniques. Entry-level classes give interested beginning students an introduction to the basics of tap. No experience is needed and the class is open to all students with consent of instructor. Upper level classes are provided for advanced tap dancers to explore and refine their craft.

INTERDISCIPLINARY ARTS PROGRAM

STATEMENT OF PHILOSOPHY

The Interdisciplinary Arts major (IAM) at the Idyllwild Arts Academy is designed to expose students to a wide variety of experiences and training in all areas of the arts – writing, dance, film, music, theatre, and visual art. Students’ schedules are tailored to their individual interests, encompassing intensive training in at least two areas of the arts. Students enrolled in the IAM program also study the relationships among various art forms, as well as new traditions and movements in the arts. This exploration includes the cultural, social, political, and philosophical connections to and between the arts. All students have inculcated into their curriculum an emphasis on critical thinking and evaluative skills. The goal is the cultivation of a community of thoughtful, creative and aware artists who are sensitive, versatile, accomplished and articulate. Candidates for admission to the IAM, in addition to submitting two additional essays with the admission application, must audition or submit a portfolio. Portfolio submissions may include representative samples of written work—poetry, fiction and/or non-fiction; representative samples or slides of visual art of any kind; and/or representative samples of musical composition. Auditions, which may be scheduled at the time of interview or submitted on audio or video media, may include dance, acting and/or musical performances. Applicants are evaluated on overall academic achievement as well as their portfolios and/or auditions.

DEPARTMENT REQUIREMENTS

Interdisciplinary Arts majors have schedules written specifically for them in their areas of interest by the department chair. Students must enroll in all required courses designed specifically for the major, including at least one IAM workshop each semester. In addition, students generally enroll in classes offered by other disciplines each year that they are in the program. They are not to take more than sixteen hours per week of art classes without approval of the department chair and the Dean of the Arts. Students may not take less than twelve hours per week of art classes. During their time in the program, all Interdisciplinary Arts students must take two semesters of Creative Writing. In addition, each student must take Critical Thought and Aesthetics classes, one semester each, in their junior and/or senior year. All Interdisciplinary majors must complete two semesters of an arts history course before graduation. Since some courses have prerequisites or require consent of the instructor, please see individual course descriptions for further information. Enrollment in all non-major course offerings is subject to scheduling and availability. All students wishing to register for studio art classes must submit a portfolio to the Visual Art department. All studio art classes require prior approval from the instructor. All private lessons are subject to the availability of a suitable instructor and require an additional fee.

INTERDISCIPLINARY ARTS DEPARTMENT CURRICULUM

Aesthetics

Aesthetics class is a one semester course available to juniors and seniors. In this class, students explore the philosophy of beauty. The first quarter of the course surveys aesthetics in Western literature, both historically and culturally, focusing on the connection of philosophical view with the creation of art. Students read Plato, Aristotle, Plotinus, Tolstoy, Santayana, Weitz and Bey. After establishing a firm ground in the literature of aesthetics in general, attention is turned specifically to 20th century aesthetics in music. Students read works of Pierre Boulez and Leonard Meyer. This class is open to non-majors with consent of the instructor.

Creative Writing Workshop

Workshops can include, but are not limited to, poetry, playwriting, screenwriting, creative nonfiction, short story, and novel writing. The course is designed to develop writing and language skills needed for individual expression in literary forms. Students share their work in a group environment to benefit from an interactive revision process and to develop a vocabulary with which to discuss writing in a positive and supportive manner.

Critical Thought

Open to juniors and seniors, this one semester philosophy-based course examines the art of thinking. It surveys several systems of logic, both formal and informal, and provides students with techniques for exploring the structure and role of thought itself. This class is open to non-majors with consent of the instructor.

Fashion and Costume Design

This full year course encompasses design, garment construction, accessories, print, and presentation for stage and show. The class culminates each year with a spring fashion show. This class is open to non-majors.

Graphic Storytelling

This class is designed for students interested in the ancient art of sequential narrative, a unique medium that arranges static images to represent a story or dramatize an idea. We refer to this medium as “comics.” In the past 100 years comics have entered the lexicon of pop culture to the point where certain comic book characters are now among the most recognizable “people” in the world. The form lends itself to a certain branch of contemporary mythology, certainly in America. Students in the class write and illustrate, work together in design teams with students of different disciplines, and ultimately create a finished product. This course is open to Creative Writing, Interdisciplinary, Moving Pictures and Visual Art majors.

Introduction to Chinese New Year Lion Dance

This class will give students a chance to learn and participate in an ancient performance art form that is an interdisciplinary fusion of dance, music, drama, and martial arts. Working together as a team, students will learn how to make the Lion come alive and together enact a powerful tradition to bring good luck and happiness to adults and children in the Idyllwild and extended Inland Empire community.

Introduction to Wu Mei Kung Fu

This class is designed to introduce students to classical Chinese martial art as expressed through the art of Wu Mei Pai. It is taught in the traditional method for health, strength and self-defense without aggression or violence. Students will explore the physical details of stance, posture, and movement through the choreography particular to the Wu Mei system, as well as Chinese culture and philosophy as they apply to understanding martial art.

Performance Workshop

Performance Workshop is required for all Interdisciplinary Arts majors. The course is designed to provide a forum in which students can develop their own performance skills in various disciplines of the arts. Students have several opportunities to work on their performance skills as well as their ability to critique in a workshop environment. This aspect of the course addresses various facets of performance mastery. Additionally, students are exposed to interdisciplinary artists working successfully in their fields. Guest lecturers discuss with the class their insights into crafting a career grounded in more than one area of the arts.

Photojournalism

Photojournalists must be both visually and verbally astute in the development of the subtext that blends pictures with the written word. Students in this course learn how to interrelate picture and word by creating print based stories and developing portfolios that convey information through both images and words. This course is offered when staffing and enrollment permit.

Technical Theatre

This is a hands-on production class in which students work directly with the campus technical director. All class hours are devoted to technical production and support of the performing arts departments campus wide (excluding the Theatre department which crews from within their own department). Additionally students in this class assist all special events that require technical support. All work is done in various performance venues on and off campus. Students also support audio/visual set ups and presentations on campus. The work can be time consuming and physically strenuous. Students will learn basic stage management, lighting design and practices, audio engineering, set-up, reinforcement and live recording. The hours for the class are primarily nights and weekends on an on-call basis. The class can be repeated year-to-year. This course is open to non-majors. Permission of the department chair is required.

Technical Theatre Seminar

Once a student has learned and is excelling in the basics of the Technical Theatre class, he or she may take this advanced level honors course. The work in the course is the same as that detailed in the Technical Theatre class description, but students in this course are working at a high level of competency and responsibility. Typically a student will advance to the honors level course after having taken the basic level course for one to two years. In some cases a student may go directly into the Seminar course if he or she has a background in and demonstrates proficiency with at least two of the following areas: audio, lighting, and/or stage management. This course is open to non-majors. Permission of both the department chair and the technical director is required to take this course.

The Brush and the Sword: The Integrated Search for the Center in Asian Arts and Thoughts

Dance, poetry, painting, philosophy, music, and martial arts all happen in a single brush-stroke. Recognizing the importance of Asian ideas in the global world of arts and commerce, this class provides students both study and participation in the Asian arts. The five pillar philosophies of China: I Ching, Five Elements, Taoism, Confucianism, and Buddhism provide the framework for the specific instruction in "Calligraphy, Painting, Swordsmanship, and Chinese Lion Dance.

World Rhythm Studies: Clapping, Tapping and Rapping

This course is a survey of rhythmic practices of various world cultures including a study of percussion instruments of the world. Students perform using assorted percussion instruments, hands and feet. There is emphasis on video and listening exercises and rhythmic theory. Cultural focus includes Africa, Latin America and Eastern Europe. This course is offered when staffing and enrollment permit.

Yearbook/Desktop Publishing

In this full year course, students learn basic photography, layout, graphics, journalistic and editorial skills. The main project for this class is the publication of the Idyllwild Arts Academy Yearbook. Students are divided into design teams that are responsible for the production of various parts of the publication. All students take part in the decision-making processes that lead to the overall design of the yearbook and learn to create a professional publication from beginning to end. Permission from the department chair is needed to take this class.

Other Classes

Because the needs of the department and the availability of guest artists and lecturers change, classes or workshops may be offered as the need or opportunity arises. Such courses may range in length from one quarter to one year and may include topics such as The Arts and History, Existentialism and Art, Immediatism, Performing Arts and the Internet, and Performance Art and Drama.

Courses offered in other departments and available to Interdisciplinary Arts majors are:

Literary Magazine/Parallax
Playwriting
Poetry
Anatomy & Kinesiology
Ballet for Non-Majors
Dance History
Jazz Dance
Tap Dance
Yoga
Screenwriting
Class Piano/Class Voice
Jazz Improvisation
Music History
Music Theory
Private Lessons
Acting Improvisation
Music Fundamentals for
Musical Theatre
Theatre History
Theatre Production

Acting for the Camera
Film History
Introduction to Film
Film Scoring
Photography for Filmmakers
Production Design
Art History
Ceramics
Computer Graphics
Digital Photography
Drawing
Mixed Media
New Genres
Painting
Photography
Screenprinting
Sculpture

MOVING PICTURES PROGRAM

STATEMENT OF PHILOSOPHY

More than any single art form, the motion picture is an amalgam of all the arts—which makes Idyllwild Arts a unique environment for the study of film. It is our philosophy that the basic, most important element of any film is the story, and all Moving Pictures majors are required to take a screenwriting course every semester. In addition to the regular course work, workshops and master classes are periodically held with top professionals in areas such as producing, directing, screenwriting, production design, cinematography, editing, post-sound, film scoring, Panavision and Arriflex cameras, Steadicam, etc. With the continuing advances in digital technology, unprecedented opportunities have opened up for emerging filmmakers. We believe this new technology is not only the wave of the future, but also an ideal way to train and nurture the serious visual storyteller of tomorrow. Admission to the program is portfolio based and highly competitive.

DEPARTMENT REQUIREMENTS

Every Moving Pictures major is required to take a screenwriting class every semester. Film majors are also required to take at least one semester of Acting for the Camera and Directing, and two semesters of Production Workshop.

Placement in the different levels of the Production Workshop, Acting for the Camera, Directing and Screenwriting is based on faculty evaluation of student needs, developmental levels, and readiness to do the work.

Because of the amount of writing and production paperwork required, Moving Pictures majors are expected to provide their own computer, printer and supplies—paper, toner cartridges, etc. Students should also bring a digital still camera capable of manual adjustment for class exercises.

MOVING PICTURES DEPARTMENT CURRICULUM

Acting for the Camera

This course investigates the process of acting as it applies specifically to the medium of film. The student learns by doing through script analysis, scene study, improvisation and work before the camera. The class is taught in conjunction with the Theatre department. Non-majors may enroll with the instructor's permission.

Cinematography

Beginning with still cameras, students learn the basics of photography: lenses, exposure, film type (black and white and color), composition, formats, digital, Photoshop, and laboratory procedures. As the class moves into the study of lighting instruments and lighting techniques, the moving picture camera is introduced. The aspects of story-telling through camera placement, movement, point of view, and progression are then delved into. Students are required to bring a digital still camera with manual controls and a small tripod. This class is open to film majors only with permission of instructor.

Directing

This course is an entry-level practical exploration of the craft of the film director. Combining lecture, demonstration and hands-on exercises, students learn how a director goes about preparing a picture, casting it, capturing strong performances, staging the action, designing shots and editing.

The Art of Directing

This upper level course takes a solid nuts-and-bolts approach to the job of the director. Comprised of lectures and a series of exercises designed to illustrate and illuminate directorial concepts, students learn by doing. Pre-requisites: Acting for the Camera and Introduction to Filmmaking and/or instructor approval.

The Art of Editing

This advanced course introduces the experienced Moving Pictures student (Introduction to Filmmaking is a pre-requisite) to the finer creative and aesthetic aspects of editing. Topics include cutting dialogue, action scenes, transitions, pace, coverage, invisible cuts, jump cuts and music. Pre-requisite: Introduction to Filmmaking and/or instructor approval.

Film History

This class is for students who intuitively know that creative ways of storytelling often evolve from intimate knowledge of filmmakers and films that have broken new cinematic ground. This is not a class in which we gather to enjoy watching 'old' movies together; rather, it is a class in which the student asks why, when and how did a certain film become part of our collective film heritage. Students should be prepared to be active viewers and are expected to know the presented films thoroughly. Non-majors must have the instructor's permission to take this class.

Film Scoring

An original musical score plays an essential role in the success of any motion picture. This course, jointly given by the Music and the Moving Pictures departments, delves into the art and craft of creating music for film. Special emphasis is placed on the collaboration between the composer and the director as we study how music works in a visual medium and how it is created, both traditionally and electronically. Students learn how the computer and a host of musical software have become essential to the composer as he works in this exciting field. Open to all majors per musical audition with instructor.

Photography for Filmmakers

This course investigates the art of photography as a means of aesthetic expression and communication in the cinema. The course covers lenses, filters, exposure, composition, formats, lighting techniques, and basic laboratory procedures. Non-majors must have the instructor's permission to take this class.

Production Design

This course is a joint offering by the Theatre and the Moving Pictures departments to explore the role of the production designer in the art of the motion picture. Both aesthetic and technical considerations are considered, as well as how a production designer works with the director. Set design, set construction and scenic painting are some of the topics covered. Open to all majors with the consent of instructor.

Post Production

This course investigates everything that happens to a film after shooting is completed. Proper workflow, editing (principles and aesthetics), post-sound design, music (original and/or obtaining music rights), and the final mix are emphasized. Further instruction in Final Cut Pro, along with various special effects and sound software programs are studied. This class is open to Film majors only, with permission of the instructor.

Production Workshop

This continuing hands-on course covers both narrative and documentary filmmaking techniques. The students learn cinematography, lighting, editing, and sound recording as they make short films. The emphasis is on collaboration. Placement in the various levels of the course is based on faculty evaluation. This class is available to film majors only.

The Art of Producing

A typical producer is involved in every single decision on a film. No creative decision is without a financial consequence and good producers are as equally at ease in the company of bankers, lawyers, gap-financing entities, publicists and studio executives as they are with directors, screenwriters and actors. This semester-long elective seeks to give students a handle on the amazing scope of a producer's responsibilities as well as the skills and knowledge to self-produce their own projects in the future. For Moving Pictures majors only.

Screenwriting I-III

Screenwriting classes focus on the basic building blocks upon which all screenplays are based: theme, dialogue, scenes, sequences, and dramatic structure. In the beginning class, emphasis is placed on learning to think visually and developing the literary skills needed to communicate ideas. Non-majors must have the instructor's permission to take this class.

Building upon the concepts covered in the first year class, intermediate screenwriting further hones the students' story-telling skills. Deeper characterizations, heightened structure, visceral impact and, particularly, humor are emphasized as they relate to the writing the short script. Pre-requisite: Screenwriting I. Non-majors must have the instructor's permission.

Advanced screenwriting takes the highly motivated student through the process of writing a feature-length screenplay from original idea to first draft. Students actively participate in the development and analysis of each other's work to create original and professionally savvy scripts. This class is open to film majors and non-majors who have completed Screenwriting I and Screenwriting II, with the instructor's permission.

Senior Project Workshop

Designed for Moving Pictures majors in their senior year of study, students concentrate on making longer form narrative or documentary projects. Work is done in conjunction with the Production Workshop and Film Company, drawing crew and production support from those classes. This class is available to film majors only.

MUSIC PROGRAM

STATEMENT OF PHILOSOPHY

The Music department of the Arts Academy prepares talented musicians for successful professional music careers. The faculty auditions serious and talented young musicians from around the world and within the United States. Private instruction is offered by the finest teachers and performers in Southern California. Performance at the highest level is expected. Arts Academy graduates have a high acceptance rate to the leading colleges, universities and conservatories in the nation.

Instrumentalists rehearse several hours a week in orchestra and small ensembles. Pianists study piano literature, keyboard skills, accompanying and ensemble playing. Jazz students are taught the importance of improvising and “playing off” other students. Working with combos is stressed and students create and become comfortable with their own style. Guitarists can participate in classical and jazz ensembles. Singers study diction, ensemble singing, and the history of the art song and opera. All students have opportunities to participate in ensembles, and are placed in these ensembles by faculty at the beginning of the year. Music majors experience small classes and personalized attention. Students meet and hear guest artists perform and participate in master classes.

Idyllwild’s location in Southern California provides easy access to many high quality performances. Concert trips provide students the opportunity to attend performances of such renowned organizations as the Los Angeles Philharmonic and the Los Angeles Chamber Orchestra. These excursions may also include special chamber music and jazz performances and solo recitals by artists of international stature.

DEPARTMENT REQUIREMENTS

The following courses or series of courses are required for all Music majors to complete before graduation:

- Chamber Ensemble
- Class Piano (for non-piano majors)
- Music History
- Music Theory
- Orchestra (for string, wind and percussion instrumentalists)
- Private Lessons
- Recital Class
- Senior Seminar

To successfully complete the Music department course of study and receive a Music certificate upon graduation, senior Music majors are required to perform a full solo recital (minimum 45 minutes of music.) A junior Music major must perform a half solo recital (minimum 30 minutes of music.) Each student performing a recital must successfully pass a recital preview graded by the Music faculty. Previews are designed to ensure that repertoire chosen for the performance is appropriate and prepared for public performance in accordance with Academy standards.

In the event that a student does not pass his recital preview, his/her recital may be re-scheduled and a second preview may be arranged. Any student failing a second recital preview is not allowed to perform a solo recital and has not completed his Music certificate requirements.

All students perform jury examinations each semester.

Every piano major is expected to participate in an ensemble assignment to be decided by the faculty during orientation. This assignment may be a chamber music group, Accompanying/ Keyboard Skills class or a student accompanying assignment. Piano majors take Piano Literature in their junior or senior year and participate in Piano Performance class every semester.

Voice majors participate in Performance Class, Diction for Singers, Opera Literature and Art Song literature at the discretion of the Music faculty.

MUSIC DEPARTMENT CURRICULUM

Accompanying/Keyboard Skills

This course is required for piano majors only. It includes training in sight-reading, accompanying techniques and the development of ensemble sensitivity. As accompanists, students work with other instrumentalists or singers for coaching and performance. Pianists may be re-enrolled in this course for credit at the discretion of the piano faculty. Accompanying for students may be required.

Art Song Literature

This required course for singers traces the development, similarities and differences of the solo song of the Classical and Romantic era, including the English song, the German lied, and French chanson and melodie. Students learn to distinguish composers, compositions, style and characteristics through listening and in-class performance. Genres studied vary from semester to semester and year to year as the artistic needs of the department dictate.

Class Piano

This course is required for all instrumentalists and vocalists whose skills are not sufficient to pass the piano proficiency test. Knowledge of the keyboard is an essential skill for any musician and provides an invaluable tool for the study of harmony. Basic skills learned are scales, fingering, dexterity, sight reading, and keyboard theory. This course is required for all instrumentalists and vocalists whose skills are not sufficient to pass the piano proficiency test. The course is divided into sections of varying levels which last a semester each and students are grouped according to ability by placement test at the start of the school year.

Counterpoint (Honors)

The advanced music student studies the techniques of 16th and 18th century counterpoint in this elective course. Analyses of contrapuntal works by the masters are studied. Counterpoint receives honors credit. Prerequisite for Counterpoint is Music Theory III. This course is offered when enrollment and staffing permit.

Diction for Singers

Correct pronunciation of Italian, French, German and English languages is studied as vocal students recite song texts as poetry, listen to native speakers whenever possible and study recordings of representative song repertoire. Students receive an introduction to the International Phonetic Alphabet. This course is required for vocal majors.

Film Scoring – Prerequisite: Music Theory III and permission of Music department chair

An original musical score plays an essential role in the success of any motion picture. This course, jointly given by the Music and the Moving Pictures departments, delves into the art and craft of creating music for film. Special emphasis is placed on the collaboration between the composer and the director as we study how music works in a visual medium and how it is created, both traditionally and electronically. Students learn how the computer and a host of musical software have become essential to the composer as he works in this exciting field.

Introduction to Music Theory

A beginning course for Music majors and non-majors who have little or no background in music theory, this course prepares the musician for entry into the music theory series.

Jazz Improvisation

This is a training ground for aspiring jazz enthusiasts at all levels of advancement. Standard charts are used for examples of style and performance. Open to all students with consent of instructor.

Music History

This challenging class is a lively and enlightening survey of Western traditional music including Renaissance, Baroque, Classical, Romantic and 20th century periods. Prerequisite is Music Theory I or consent of the instructor.

Music Theory I - III

This series of classes teaches the musician how to look at music from the composer's point of view. With this ability the student is able to make intelligent decisions about interpretation and emotional direction. Students gain basic knowledge of musical terminology, symbols, harmony and contrapuntal voice leading, culminating in advanced structural and harmonic analysis. Training in aural skills, including interval recognition, melodic, harmonic and rhythmic dictation, and sight singing is included in each level of theory. One may be placed directly into Music Theory II or III depending on placement testing. Music Theory III receives AP credit and students enrolled are expected to take the Advanced Placement Music Theory examination.

Musical Ensembles

Each semester Music majors are selected for ensembles pertinent to their musical development.

Participation is competitive and by audition only. Assignment is entirely at the discretion of the Music faculty. Numbers and types of ensembles change each semester depending upon enrollment and the artistic needs of the students.

Opera Literature

This class introduces Music majors to the librettos and scores of standard operas by Mozart, Rossini, Puccini, Verdi, etc. Opera Literature is offered when staffing permits.

Orchestra

The Idyllwild Arts Academy Orchestra provides an unparalleled learning experience for the string, wind and percussion students of the Music department. Several performances of the orchestra are scheduled each year. This orchestra is also a professional performing ensemble, hired each season by concert promoters, civic organizations, churches and other music lovers to perform for the public. Professional standards of preparation and behavior of all members are expected at all rehearsals and concerts. Performance in the orchestra at any time during the year is a privilege to be earned rather than a right. Participation in all performances is entirely at the discretion of the Music chair and the conducting faculty.

Percussion Ensemble

An interesting and informative course on percussion technique as well as an opportunity to perform on various idiophones and membranophones, this course is highly recommended for those who want to improve their rhythmic sense. This ensemble is for majors with consent of the instructor.

Piano Performance Class

This class is required for piano majors and is designed to give them the opportunity to perform pieces that are new in their repertoire in a pressure-free environment. It is intended to help prepare students for solo recitals and public performances.

Piano Literature

Intended for piano majors, this course is a survey of solo and concerto literature written for the piano from the development of the pianoforte to the present. Emphasis is on composers' influences and performance practices. Students perform in class. Participation in the course is recommended in the junior or senior year.

Private Lessons

One hour private instruction is available for most orchestral instruments, guitar, piano, composition and voice. Lessons are given once a week, twelve per semester. Intensive practice on major instruments is required. Senior Music majors are required to give a full recital; junior Music majors are required to give a half recital. All students except seniors are required to participate in recital class each week. Recital class is a weekly performance opportunity monitored by all the Music faculty. Piano and voice lessons are available for non-Music majors. Additional private lessons for non-majors may be possible subject to the availability of a suitable instructor. Participation is by audition or consent of instructor. Students must complete Theory II before beginning private composition lessons. There is an additional fee for private lessons.

Academy students study with teachers assigned to them by the Music department chair. In extremely unusual circumstances and after careful consideration, the Music faculty and the Dean of the Arts may choose to change a student's private instructor. Any change in private instruction must be approved by the Dean of the Arts, the Music department chair and both private instructors.

Senior Seminar

A required yearlong course for the senior Music major, this workshop addresses issues of time management, goal setting, college applications and auditions, and recital preparation. Students learn to structure their time in order to gain more productivity during the senior year when demands outside of the classroom become great.

Voice Performance Class

This class offers voice majors the opportunity to perform songs that are new in their repertoire. Positive criticism designed to help the singer with diction, musical accuracy and interpretation is provided for each singer.

THEATRE PROGRAM

STATEMENT OF PHILOSOPHY

The Theatre Arts department offers concentrated preprofessional training in Theatre. Training is Stanislavsky based and incorporates self-use techniques to guide students toward greater self-awareness and knowledge of the potentials of their own resources. The program is geared toward the serious student of theatre. It affords students the opportunity to experience disciplined training as exemplified in conservatory theatre training programs on the college level. After studying at the Arts Academy students are better able to make advanced higher education choices because of their understanding of the work and the requirements of the craft of theatre. Individual college/conservatory counseling and exposure to the Unified College Auditions are offered to assist students in advanced training decision making.

Programs of study are written for each student individually and are geared toward personal interests and training as assessed by the faculty based on auditions at the beginning of each year. Classes do not necessarily follow a sequential order and students may be placed in a particular course several times as deemed necessary by the faculty.

Students are asked to declare an area of concentration at the time of admission. Three options for concentration are available: acting, theatrical design and technical production, and musical theatre. Concentrated study begins with consent of the faculty, usually in the junior year. Younger students may have enrollment opportunities in related arts disciplines to enhance their area of concentration (i.e., visual arts and music).

DEPARTMENT REQUIREMENTS

Freshmen and sophomores are encouraged to place emphasis on academic study. It is the belief of the Theatre Arts faculty that academic pursuit is essential to the students' training in the arts. Therefore, all Theatre Arts students are encouraged to reach high levels of academic achievement, maintain good grades and be motivated both academically and artistically.

- All juniors must enroll in Theatre History.
- All seniors attending the Unified Auditions in Chicago must enroll in Independent Study - Audition/Portfolio.
- All Theatre Arts majors must enroll in Practicum each year.
- All junior and senior Theatre Arts majors with a musical theatre concentration must enroll in private voice lessons. There is an additional fee for private lessons.

THEATRE ARTS DEPARTMENT CURRICULUM

Acting, Advanced Acting

This is an on-going intensive course of study in the craft of acting. It includes the study of stage

deployment and usage, script/character analysis, improvisation, ensemble and monologue work. The work concentrates on self-awareness/acceptance and the understanding of the body and voice as tools for creative expression. The course also addresses the discovery and use of a personal working process. Two levels are offered. Students are placed in class at the discretion of the acting faculty.

Acting Seminar (*Honors*)

This course is intended for advanced students who are ready to explore specific styles of acting and overcome personal acting challenges. Advanced scene study is undertaken expanding on the principles of relaxation, concentration, objectives, actions and moment-to-moment spontaneity. Examination and application of various techniques such as Stanislavsky, Meisner, Augustus Boal and Michael Chekov are employed allowing for greater growth and understanding of the craft of acting. The students work independently and in collaboration with faculty and classmates on a One-Person Show. From idea to final draft to live performance the students are challenged to develop their own one-person performance piece. Personal experience, emotional availability, theatrical structure, acting technique and craft are put to use culminating in an exciting new performance opportunity. Students are placed in this upper level course at the discretion of the acting faculty.

Acting for the Camera

Today's successful acting career requires actors to move effortlessly and effectively from play to commercial to soap opera to film and back again. This one semester course examines the technique of acting as it applies specifically to the camera. It is taught in conjunction with the Moving Pictures department. Placement is at the discretion of the acting faculty.

Acting Laboratory

This course offers acting students the opportunity to explore personalized curriculum in the area of performance. Class work may result in juried performance opportunities viewed by department faculty, the school community and the public.

Alexander Technique

The purpose of this one semester course is to develop the student's awareness of the body as an expressive instrument of alignment, relaxation, flexibility, strength and stamina in order to stimulate the correct and imaginative use of the whole body. This course is offered when staffing permits.

Class Piano

This course is available through the Music department. Musical theatre concentration students are encouraged to learn the basic techniques of piano.

Company Class Acting/Technical

Students selected for the Company are placed in Company-Acting or Company-Technical Theatre and participate in mainstage performances. Students are shifted within Company-Tech and Company-Acting as per production needs, casting, etc. Placement in Company is by audition only and is based on achievement, skill, maturity and readiness to handle the work.

Students may be selected for full year participation or on a semester basis. Assessment of any student for placement is by faculty evaluation only.

Design Elective

This one semester course provides specific instruction in the varying disciplines of technical theatre. Topics vary from year to year and may include studies in advanced theatrical design, make-up design, computer aided design, scene painting, film and television production technique, history of costume or decor, etc. This course is offered when staffing permits.

Design/Tech Lab

This course offers design and technical theatre students the opportunity to explore individualized curriculum in the area of design and technical theatre. This course may include, but is not limited to, modeling and rendering skills, painting techniques, new technologies, and sound and light operations and design.

Development of the Drama

This history course is a survey of dramatic literature from the classics to contemporary plays. Students learn the basic principles of script analysis. Development of the Drama is required of Theatre major sophomores.

Design for Theatre I, II

This course teaches the design process for all elements of theatre. It begins with script analysis and covers collaboration, concepts, design styles, and the responsibilities of the designer. Students produce sketches, color renderings, drafting and scale models, light plots and any associated paperwork that may eventually be used in their portfolios. Students may repeat this course with the consent of the instructor.

Drafting for the Theatre I, II

This course teaches young designers the fundamentals of drafting. Areas of concentration include basic drafting equipment, development of proper technique, and the use of scale and industry standards.

Drawing for the Theatre

This course is designed for a wide variety of students from beginners to those with a more practiced drawing technique. It teaches drawing as a basic communication tool and a means of process and exploration. Areas of concentration include figure drawing, still life, use of different color media, sketching and rendering.

Improvisation

This class offers young actors the improvisational techniques required to inspire spontaneity and creativity. Non-majors may enroll with the instructor's permission.

Independent Study - Audition/Portfolio

This course is used primarily to assist the student in preparation for college auditions in theatre. Students write a prospectus for the course outlining their goals, their timetable for material selection or portfolio preparation and coaching schedule. Students may opt to attend the Unified

Auditions held in Chicago, Illinois in February. The Unified Auditions are conducted by approximately thirty-five college/conservatory programs specializing in theatre. Theatre faculty accompany students to the auditions. Successful completion of preparatory work is required and attendance at the Unified Auditions is at the discretion of the faculty. All costs including airfare, hotel, food, and audition fees are the responsibility of the student. This course is required of all Theatre majors in the first semester of their senior year.

Introduction to Design

Students study the basic principles and methodology of theatrical design. This survey course includes studies in developing concepts and approach statements, usage of materials and production research.

Lighting and Sound Fundamentals

This is a course that investigates the design process in lighting and sound for the theatre, beginning with script analysis and covering collaboration, concepts, past and current technologies and the responsibilities of the designer. Students produce sketches, drafted plots and associated paperwork that may eventually be used in their portfolios. Students may repeat this course with consent of the instructor.

Mask Characterization

This one semester course teaches a step-by-step acting process designed to stimulate and free the imagination. By putting greater emphasis on acting with the whole body, "masking" rids the actor of self-conscious mannerisms and allows the creation of fully dimensional characters.

Music Fundamentals for Musical Theatre

This course offers the study of harmony, theory and ear training as it applies to a professional career in musical theatre. Concentration is on sight singing, the study of diatonic scales and chordal relationships. This class is offered when staffing and enrollment permit.

Musical Theatre Repertory

This course examines the development of musical theatre from the English Music Hall to the contemporary musical through academic study. The styles and periods of musical theatre development are also examined through listening/singing and presentation of the material. Audition material and ensemble singing are incorporated into the course. Depending on enrollment, beginning and advanced levels of this class may be offered and placement in levels is at the discretion of the faculty. Students may repeat this course with consent of the instructor.

Practicum

Every Theatre Arts major must enroll in Practicum each semester. Students must complete fifteen hours of work per semester. Department assignments may include stage management, performance ushering, and/or other service opportunities. Attendance at all department strikes is mandatory and hours are recorded to fulfill part of the Practicum requirement.

Production Design

This course is a joint offering by the Theatre and the Moving Pictures departments to explore the role of the production designer in the art of the motion picture. Both aesthetic and technical considerations are considered, as well as how a production designer works with the director. Set design, set construction and scenic painting are some of the topics covered. Open to all majors with the consent of instructor.

Acting Shakespeare

This course is an advanced acting class designed to introduce qualified actors to the work of the great playwright. It is offered when staffing permits. Students are assigned to the class by the chair of the department.

Stage Combat

The techniques of hand-to-hand, rapier and broadsword, with an emphasis on safety, notation, choreography, masking and performance, are introduced in this one semester course. Through practical application, stage combat and its use in the theatrical world is realized. The course is offered when staffing permits. Students are required to purchase fencing equipment to participate.

Stage Management

This course explores the vital role that the stage manager plays in production. It includes text study and practical experience, enabling students to gain understanding and knowledge of the many technical components of production. Standard organizational procedures, scheduling, budgeting, production, safety, the supervision of crews and the running of rehearsals and performances represent the fundamentals of the course.

Stage Movement

Stage Movement encompasses various methodologies of body dynamics including Alexander, Feldenkrais, and Laban. These techniques are geared to help the actor gain awareness of the body and strengthen characterization through the use of the body. Stage Movement qualifies for P.E. credit.

Musical Theatre Dance (Ballet, Jazz, Styles, Tap)

This course introduces the students to various styles of musical theatre dance. Each section of this course is offered when staffing allows and qualifies for P.E. credit. It is required of Musical Theatre concentration students.

Production Seminar

This upper level course allows students to explore the process of mounting a production beginning with selecting an appropriate script and continuing through actual performance. The students will fill all of the necessary positions required for the performances.

Technical Theatre Seminar (*Honors*)

This course is an in-depth study of trends and standard practices in technical theatre. Students create and develop a complete design package for a play. They produce renderings, models and paper work for the project. The materials generated through the course are included in their portfolios. Independent thinking and self-motivation are key factors to success. This is an advanced course for Theatre majors only.

Theatre History

This course investigates the theatre from ancient origins to the present day. The study incorporates major developments in the architectural structure of theatres, dramatic literature, acting conventions, styles and technical achievements. Successful completion of this course is a Theatre Arts certificate requirement.

Theatre Production

This class is designed for students in all majors. Theatre Production offers an orientation to technical theater procedures and a general overview of technical theatre production.

Voice and Speech

This course explores the theory and practice of vocal production and speech. It incorporates Catherine Fitzmaurice's work with trembling (breath work) and Iris Warren's work which Kristin Linklater cataloged and developed further in her book, *Freeing the Natural Voice*. The voice work explores body and breath awareness, vibrations, amplification, jaw tongue, soft palate, resonators, breath capacity and articulation. The speech work is based on Louis Colaianni's Phonetic Pillow approach to speech. Students will become fluent in the American sounds of the International Phonetic Alphabet (IPA). IPA is then applied to learning a standard American dialect and the students learn how to apply IPA to other dialects.

Voice Lessons

Private voice lessons are required for all junior and senior students who wish to study Musical Theatre. Placement is with consent of Theatre faculty and teacher assignment is made by the Music department faculty. There is an additional fee for private lessons.

Master Classes

Workshops, master classes and lecture-demonstrations by artists in the following fields may be given:

Acting	Design	Meeting the Industry
Agents	Directing/Producing	Mime
Audition	Fencing	Photography
Casting	Make-up	

Techniques and Analysis

This course focuses on developing the fundamental skills used in rehearsing and performing modern realistic plays. Through an exploration of various acting techniques, students acquire the tools and skills necessary for honest characterization, and truthful moment-to-moment life on stage. Students will experience the art of ensemble, scene, and monologue work, text analysis, and preparation techniques.

VISUAL ART PROGRAM

STATEMENT OF PHILOSOPHY

The Visual Art department at Idyllwild Arts Academy emphasizes the practice of studio art by helping students develop a sensibility and commitment to the hands-on, experiential process of art making. Students are exposed to a variety of ideas, methods and materials to promote an expansion of their visual literacy. Students are also asked to enter into a critical and analytical investigation of the meaning and practice of studio art. All courses supplement studio practice with historical, cultural and philosophical backgrounds of various periods and styles. Issues relevant to art are further developed through discussion, critique, slides, videos, readings, written work, workshops, visiting artists, student exhibitions and field trips.

The relationship between art and life is cultivated in a way that allows for an innovative and personal approach towards art making. This approach promotes student portfolio development that is commensurate with university and art school admission requirements. The department also works to have students understand that art is a way to think critically and creatively about the world they live in.

ADMISSION REQUIREMENTS

Candidates for admission into the Visual Art department must submit a portfolio of 20 works in various mediums. At least five works must be drawings or paintings done from direct observation (not from photographs but from actual subjects, still life, portraits, etc.) Applicants should also include examples of creative works that demonstrate basic design and compositional skills. Emphasis is placed on works that represent development of a specific concept or theme. Criteria for acceptance include quality and presentation of work and overall academic achievement.

Please do not send original works, they will be returned without consideration. Acceptable formats include CD (not more than 300 dpi), digital photo images of work in a bound folder, or slides in a plastic slide sheet. Must also include description of mediums, title, date and size. In lieu of an interview, all applicants must provide answers to the questionnaire.

DEPARTMENT REQUIREMENTS

All Visual Art majors are required to take a minimum of twelve hours of studio courses per week, including a drawing course and other elective courses. All Visual Art majors must complete a semester of Art History (suggested during junior year). Seniors must enroll in one semester of Portfolio/Senior Exhibitions class.

To receive a Visual Art certificate, students must complete at least one course in each category: painting, computer graphics, a three-dimensional class (sculpture or ceramics), photography, and Art History. Students interested in a design emphasis may substitute some of these requirements with courses such as graphic Novel, Fashion Design, etc., with approval of the department chair.

Along with completion of the basic requirements, students must complement their schedule with elective upper and/or advanced level studio courses.

All non-majors interested in taking art courses must receive the consent of the instructor for that particular course. Materials are generally provided in all courses. Students must supplement this with their own basic materials outlined in the Materials/Supplies list.

Courses available to Visual Art majors include upper level classes in:

Art History	Painting
Photography	Sculpture
Ceramics	New Genres
Mixed Media	Portfolio
Screen Printing	Digital Photography
Computer Graphics	

The general curriculum may be supplemented with master classes or workshops. This could include animation, glass blowing, metal casting, or stone carving.

VISUAL ART DEPARTMENT CURRICULUM

Art History

This semester course is an introduction to the general concepts and developments in Western art. Architecture, sculpture, painting and other art forms representative of various periods are analyzed, including works from ancient, classical, medieval, Renaissance and modern eras. Students are given the tools to look critically at art through the ages to better understand the historical and cultural context for each period. Opportunities will be given to write about and analyze works from various historical periods.

Ceramics I

Beginning ceramics students are introduced to fundamental methods of forming clay including pinching, coil building and slab. After hand building is learned, the basic techniques of throwing on the potter's wheel are developed. Emphasis is placed on work that demonstrates craftsmanship and creativity. In this semester course, students learn the chemistry and nature of clay, terminology and definitions, ceramic art history, physics of materials, glaze mixing, and various types of firing and surface decoration.

Intermediate/Advanced Ceramics: The Wheel and Beyond

This course builds upon throwing techniques learned in Ceramics I, further exploring the technical aspects of ceramics. In addition to a focus on tableware, students explore ways that they can use the wheel to make sculptural and non-functional works.

Ceramics: Handbuilding

This course is for the student interested in investigating ceramics as a sculptural medium. The student must be dedicated to spending a year creating work made without the potter's wheel. Handbuilding techniques learned in Ceramics I are expanded and alternative methods and materials are explored. Prerequisite: Ceramics I and/or the consent of the instructor.

Digital Photography

This semester course combines the usage of Photoshop with photography. Students will focus on manipulating digital photographs using their computer skills. An emphasis is placed on understanding compositional elements along with the cultural/social ramifications of imagery used in photography. The course is designed for students who are interested in using photography in a "painterly" manner to produce a body of work that focuses on thematic/conceptual ideas. Prerequisite: A semester of computer graphics and/or the consent of the instructor

Computer Graphics

This semester course is designed for both the future computer graphic designer as well as the fine artist who wants to use the computer as another design medium. In this course students will learn to feel comfortable working in the Macintosh OS environment. Through various design exercises, students become familiar with the fundamentals of graphic design. After the first quarter the class dives deeper into some technical projects such as packaging design and business brochures as well as free flowing art projects with less structure. Adobe Photoshop CS2 is the key software program taught and used throughout the year course.

Advanced Computer Graphics

This course furthers the development of the artist/graphic designer. Some projects become more technical like working as design teams to build a corporate identity package, while others push the artist to become less technical and more introspective in their work. The students have the opportunity to design two professionally printed projects. One talented designer's work will be chosen as the image for advertising on the upcoming Jazz in the Pines fund raiser. Another designer will win the Idyllwild Arts T-shirt design competition. This T-shirt will be handed out to all students and faculty at enrollment for the following year. Students will mainly work in Adobe Photoshop CS2 but some In-Design CS2 and Illustrator CS2 will be taught also.

Drawing I - IV

The entry level drawing course emphasizes the basic drawing techniques and skills needed for further work in various media. Students work on a variety of assignments designed to enhance basic drawing skills such as line quality, volume, description of space, shading and texture. Students work from still life as well as from models under both natural and artificial light conditions. The drawing media include pencil, charcoal, brush, ink and pastel. Intermediate and advanced students concentrate on developing skills to explore their own potential for creating a unique personal style and attitude. Students are placed in levels at the discretion of the instructor. During the first semester of Advanced Drawing, seniors work closely with the instructor to expand their portfolios and prepare for college interviews. During the second semester, students continue to explore drawings through advanced special projects. Students that do not choose this option must enroll in another available studio course.

Mixed Media

This semester course emphasizes both two-dimensional and three-dimensional art forms, combining genres including collage, assemblage, sculpture, painting and drawing. A variety of materials are used including found objects, photographs and books. Students are introduced to a way of art making that is commensurate with contemporary art practices and exposed to the possibilities of non-traditional methods and materials.

New Genres

This is a semester course that incorporates a multi-media approach. Students combine computer skills with the genres of video, sound, installation and performance. Students will use formats such as Garage Band and i-Movie to produce short digital works that emphasize both form and concept. Prerequisite: Juniors and Seniors only with a preference for basic computer skills and/or the consent of the instructor.

Painting I

In this introductory course students learn technical skills required for representational and abstract painting. Watercolor and acrylic mediums are introduced and elements of color theory and composition are emphasized. Various methods and approaches are used to explore the objective and expressive potential of painting. Students work from the model and still life to develop skills in painting light, shadow and three-dimensional forms. Students work on paper and canvas and learn to build canvas supports. Class critiques are used as one method of evaluating performance and progress.

Painting II - IV

Upper-level painting courses focus on continued development of painting skills, the acquisition of historical knowledge and understanding of painting styles. Oil painting may be introduced depending upon the instructor. Traditional and non-traditional methods are explored and emphasis is placed on the role of painting and its relationship to other contemporary visual art practices. Students develop a body of work that focuses on themes and ideas to be presented in senior shows and for application to colleges and art schools. Class critiques are scheduled to evaluate performance and progress. Placement in all painting classes is at the discretion of the instructor.

Photography I - IV

All photography courses focus on the use of the photographic medium as a means of personal expression and communication. A combination of lecture, discussion, critique, slide presentation and extensive studio work enables students to thoroughly explore the potential of the medium and to develop a coherent portfolio of images. Beginning level classes provide students with a thorough understanding of the camera and allow extensive opportunity to work with basic darkroom processes and techniques. Intermediate level classes deal with advanced exposure and printing techniques, archival processing, alternative processes and hand coloring. All classes emphasize an intense exploration of the conceptual ideas, visual elements and technical skills needed to produce a fine photographic image. Students are placed in levels at the discretion of the instructor.

Portfolio/Senior Exhibitions

This semester course assimilates students' work from all mediums into a coherent portfolio suitable for application to college or art school. College and career counseling, assistance with the application process and presentations from art schools and colleges are offered. Students learn to document work in slide form, and to edit and sequence work into the strongest possible presentation. Students both read and write art criticism in order to expand their critical analytical skills. They also begin work on their artist statements. The second semester is devoted specifically towards developing thematic ideas and work for the senior exhibitions, including completion of artist statements. Students are responsible for the installation of their own work in the exhibition space.

Beginning Sculpture

Beginning sculpture is structured to give the students an overview of sculpture and to cover specific aspects of 3d work including simple and complex forms, subtractive work, contest, found objects; and work in a variety of mediums and methods including plaster, clay, stone, metal, wood, basic casting techniques wire forms, stone carving and welding. The students are also introduced to hand and power tools, and general shop practice. They are assessed periodically so that by the end of the year they have a good theoretical and practical understanding of these materials and methods required in the making of sculptural forms.

Advanced Sculpture

Advanced sculpture is an extension of the beginning class with a stronger emphasis on the development of ideas. To encourage this students are required to work on semester long projects which have a strong conceptual framework. This framework is re-enforced by a series of proposals and timelines, which are refined in critiques. During these critiques each student gets input from the rest of the class as to the feasibility of the project and its conceptual range, and once this process is completed they can begin their projects. Most of these projects are studio based and can include installation and mixed media, but they are also encouraged to work outside and understand the history, topography, and ecosystems of their locale.

At the end of each semester they are assessed in six basic areas: the quality of the work, shop practice, participation in critiques, a presentation on a contemporary artist, how they have fulfilled deadlines mapped out in the proposal, and the contents of a binder that documents the whole process in words and images.

Screen Printing

Also called silk-screen printing or serigraphy, this course introduces students to a form of printmaking that uses the stencil process to reproduce images. Using film stencils and photosensitive emulsions, students make multiple reproductions of their work using both monochromatic and multiple color combinations. Printing is done on various surfaces including paper, canvas and fabric. Bookmaking is introduced as a potential means to present multiple images.

ARTS ACADEMY FACULTY 2007-2008

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