

Perform. Create. Achieve.



Course Catalog 2021-2023



LONG ISLAND
HIGH SCHOOL
FOR THE **ARTS**

Long Island High School for the Arts
is a Nassau BOCES program.



Welcome!

A Message from the Principal

For over forty-five years, this amazing public high school program has transformed the lives of young emerging artists from across Long Island through both its high school and summer programs. As the Principal of LIHSA, I am privileged to see this transformation first-hand, year-after-year, as many of our region's artistically talented students arrive eager and passionate. They are shaped by their team of mentors, supportive peers, and unique experiences and they leave prepared for what lies ahead with a better understanding of who they are as individuals and artists.

For students considering LIHSA, if you are passionate, self-motivated, open-minded, and willing to give it your all, you will excel here. You will be challenged and pushed to your perceived limits, but you will grow and accomplish so much more than you can imagine. You will make lifelong friends and join a network of LIHSA alumni who have established themselves as successful professionals throughout the professional art world.



Dr. Chris Rogutsky Bleecker, *Principal*
Long Island High School for the Arts

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Alumni Success

LIHSA graduates are successful. You will find our alumni working all over the globe, pushing boundaries, discovering new frontiers, winning all kinds of awards and honors, and leading today's creative economy.



MICHAEL TRUSNOVEC LIHSA CLASS OF '92

Michael Trusnovec graduated from LIHSA in 1992. He became a Presidential Scholar in the Arts during his senior year. In 2006, he won a New York Dance and Performance BESSIE Award – the dance world's Oscar – for his body of work. A former professional dancer with the internationally renowned Paul Taylor Dance Company since 1998, Trusnovec credits LIHSA for helping him achieve success.

“Because I attended (LIHSA) I was really prepared for what to expect in college and beyond. The program was so disciplined I was ready for all the work that dancing entails – classes, rehearsals and performances.”



ANDY FRIEDMAN LIHSA CLASS OF '93

Andy Friedman is an artist, musician, writer, and illustrator. His drawings of cultural luminaries have been published in numerous magazines and newspapers around the globe, including The New York Times, Esquire, Rolling Stone, The London Times, Playboy, Globe & Mail, GQ, The Atlantic, The Times of London, The Asahi Shimbun Globe, The Nation, and The New Yorker, where he has been a regular contributor of art since 1999.

“As a student of the Long Island High School for the Arts, I was given the insight, guidance, and freedom to explore the extent of my artistic interests, and instill an early artistic confidence that prepared me for the vigorous spiritual, academic, and career challenges of art school and beyond.”



FRANK PORCU LIHSA CLASS OF '90

As a sculptor, painter, educator, writer, and lecturer, Frank Porcu has spent over two decades studying and mastering the logistical function and structure of the human body, coupled with Florentine Neo-Platonism. He is renowned for his ability to illuminate the anatomy of the human form. In addition to his studio work, which includes private sculpture and drawing commissions, including celebrities such as Tony Bennett, he is universally lauded for the passion and imagination that goes into his distinct lecturing style and the drawings he creates in the process. Recent works include a life-sized bronze sculpture of Abraham Lincoln on display at the New York Historical Museum and a 14-foot statue he has designed for West Texas A&M University. He is a frequent Master Class artist at LIHSA.

BRIAN STRUMWASSER LIHSA CLASS OF '04

Brian Strumwasser is a New York based visual artist who also works in film, print, and Broadway as a makeup artist and hair stylist. He has worked the fashion industry, film, television, runway shows, and has published work in magazines such as People, Vanity Fair, and Women's Wear Daily. He has been involved as a makeup artist with numerous Broadway shows, including: *A Gentleman's Guide to Love and Murder*, *A Bronx Tale*, *The Crucible*, *Cabaret Anastasia*, *Beautiful: The Carole King Musical*, *Disney's Aladdin* and *Disney's The Lion King*.



NICOLE PICCOLOMINI LIHSA CLASS OF '96

Mezzo soprano Nicole Piccolomini is an alumna of the Long Island High School for the Arts (class of 1996) and received the Seymour Weiner Scholarship at commencement. She continued her operatic training and received a Bachelor's of Music degree in Vocal Performance from The Juilliard School in New York City and was a resident artist at the prestigious Academy of Vocal Arts in Philadelphia. For more than a decade, she has appeared at some of the most exciting opera houses in Europe.



“To be surrounded by teachers and students on a daily basis who shared the same love and enthusiasm as I did for singing and the arts in general was a true gift. [After performing on the LIHSA stage] I was told, “Juilliard was impressed with your performance, and they’re very interested in you and are expecting your application.” What every young performing artist dreams of hearing! Four years later, I received a Bachelor’s of Music in vocal performance from Juilliard.”

The Campus





LIHSA's facilities are specially designed to support the school's mission of educating the next generation of the creative workforce. Our 38,000 square feet across three buildings are filled with professional workspaces and facilities. We have four dance studios on campus, a larger theatre that holds 350 audience members with lighting and sound equipment, two smaller black box theatres, an audio-recording studio, numerous classroom spaces, practice rooms, art studios, film editing room, dark room, digital music space and a carpentry shop for scenic design. During the past two summers and academic years, a complete renovation of six classroom spaces fitted with special acoustic tile was completed, new maple flooring in two dance studios, a refurbishment of the wood floor in the other two happened, and an additional gallery wall space added. Through a \$100,000 grant from Exploring the Arts, we were able to procure relevant modern equipment, as well as technical advice on how to re-imagine a cutting-edge music program for aspiring professional musicians.



Find Your Tribe!

The LIHSA experience is a fully immersive artistic endeavor. Being on a campus with peers who had similar aspirations allows students to focus on their art. Spending half of their day, five days a week with established, practicing artists in their chosen area provides the time young artists need to truly explore, practice, and refine their skills. Gaining valuable insights and diverse perspectives, not only from their master teachers but also from world-renowned guest artists and organizations, inspires students and helps them form their own artistic voice or identity. During a recent visit to LIHSA, music icon Billy Joel spoke of the benefits of an arts school experience, *"I didn't go to a school like this. It would have been really helpful to know there are other people who wanted to do this similar kind of thing and who are trying to learn all the skills necessary to do this."*

“ I didn't go to a school like this. It would have been really helpful to know there are other people who wanted to do this similar kind of thing and who are trying to learn all the skills necessary to do this. **”**

— Billy Joel



The Arts Provide a Career Pathway



Creative Economy – In the greater New York City area, the creative economy is absolutely booming. In fact, the entertainment arts and creative media industries have some of the fastest growing economies in the world.



According to the US Bureau of Economic Analysis and the National Endowment for the Arts, New York State's arts and cultural industries generates \$114 billion to the state's economy and employs 462,584 people. These figures reflect New York's value on creativity as a pillar of both identity and economy and the state's role as home to award winning films; world-class theatre, museums, music and dance and hundreds of thousands of artists and graphic designers.

Since its inception in 1973, the Long Island High School for the Arts (LIHSA) has sought to prepare students for careers in the arts.

LIHSA gives young emerging artists the opportunity to explore and refine their talents in a one-of-a-kind, master-apprentice, arts-centered community. Nestled in Syosset, students learn in a safe and supportive environment where they have everything they need to pursue their artistic passion and discover who they are as individuals and as artists. LIHSA is a half day program open to students residing in both Nassau and Suffolk Counties, with home district approval.

Admissions Process

Students are invited to learn everything they can about Long Island High School for the Arts. From open houses, shadow days, personal tours, exhibitions and performances, LIHSA offers many ways for prospective students to get to know the school. Students are accepted to LIHSA's half-day program upon referral by their home schools and successful completion of an audition or portfolio review. LIHSA's admissions protocols emerged after a review of various processes used in talent selection across the country. Once an application is received, prospective students have an observer checklist completed, they complete a display of work portfolio and/or prepare for an audition and then undergo an evaluation of their display of work using an approved scoring rubric. Fair, accurate and consistent evaluations of student work are critical in LIHSA's screening and identification process.

College Counseling

Creating a post-graduation plan can be an intense experience but the additional requirements of applying to fine and performing arts colleges, conservatories, and post-secondary programs can be even more challenging to navigate without the right support system in place. At LIHSA, we ensure our students are supported every step of the way with staff, resources, and experiences that best align with the skills, interests, and post-secondary goals of our students. Our students have access to a counselor experienced in assisting students applying to arts focused college programs, an annual arts based college fair and workshops.



CTE and LIHSA

As of Fall 2020, LIHSA became a Career & Technical Education (CTE) Program. Under New York State's "4+1" pathway assessment option, students must take and pass four required Regents Exams or Department-Approved Alternative assessments (one in each of the following subjects: English language arts, mathematics, science, and social studies) and complete a comparably rigorous pathway to meet the fifth assessment requirement for graduation. Students can now do this with completion of the Career and Technical Education-approved exam and the core sequence of classes at LIHSA. Students will also be eligible for a Technical Endorsement on their diploma if they meet the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes the approved CTE program including the 3-part technical assessment. Students who are pursuing the CDOS commencement credential will be eligible to complete the 54 hours WBL requirement at LIHSA. LIHSA also offers Physical Education options, English and arts credit needed towards NYS graduation.

Artistic Residencies

Students enrolled in LIHSA will also complete Work Based Learning (WBL) hours thru their participation

in classes. WBL at LIHSA is most often aligned with world renown arts organizations who provide artistic residencies that provide opportunities for students to work side by side with an artist in a selected art form. They vary in length from 12 weeks to the full school year and are associated with the creation of a student performance or product. Some examples of partner organizations that are providing artistic residencies include the American Ballet Theatre, Roundabout Theatre Company, Young Audiences of America, Magic Box, and Batoto Yetu. In addition, LIHSA works with cultural partners to design experiences that meet the needs of various organizations and those of our students. College articulation agreements are also in place with several local colleges.

The Creative Journey

Emerging professional artists benefit from school and community members who identify and develop their interest and provide requisite pre-professional training. LIHSA's resources of alumni and professional arts organizations is broad and savvy about the professional art world. Through projects, artistic residencies, field trips, participation in exhibitions and events, students have regular engagement with working professionals. The creative journey is personal, but also shared, and



the interactions that students have with staff and each other feed their learning. LIHSA believes widening participation is essential to ensure that, regardless of background, people with creative potential can progress to the creative and cultural industry sector.

Multi-Disciplinary Coursework

While artistic activities used to be highly segregated, creative industries have been upending that traditional hierarchy with work crossing disciplinary lines. It is important to expose students to a variety of media and to help them to develop a vocabulary to communicate with a range of professionals. LIHSA's programs seek not only to develop skills but to encourage experimentation, networking, and future collaborations that will aid in their careers as artists.

Curricular Philosophy

LIHSA's curriculum is borne of the recognition that the interplay between different disciplines of creative work often forges new pathways and possibilities. The goals of the required sequences are to: a) have students working on projects that entail collaboration with peers as they work in genres broader or more experimental than their own; b) provide an environment that encourages

artistic experimentation and provokes novel ways of seeing, rendering and articulating; c) provide student participation in "real work" projects that benefit the student's skill development and the larger community; and d) stimulate critical discussion of the creative process and its product (i.e., exhibition, performance, etc.) in order to deepen and sharpen knowledge of the artistic endeavour.

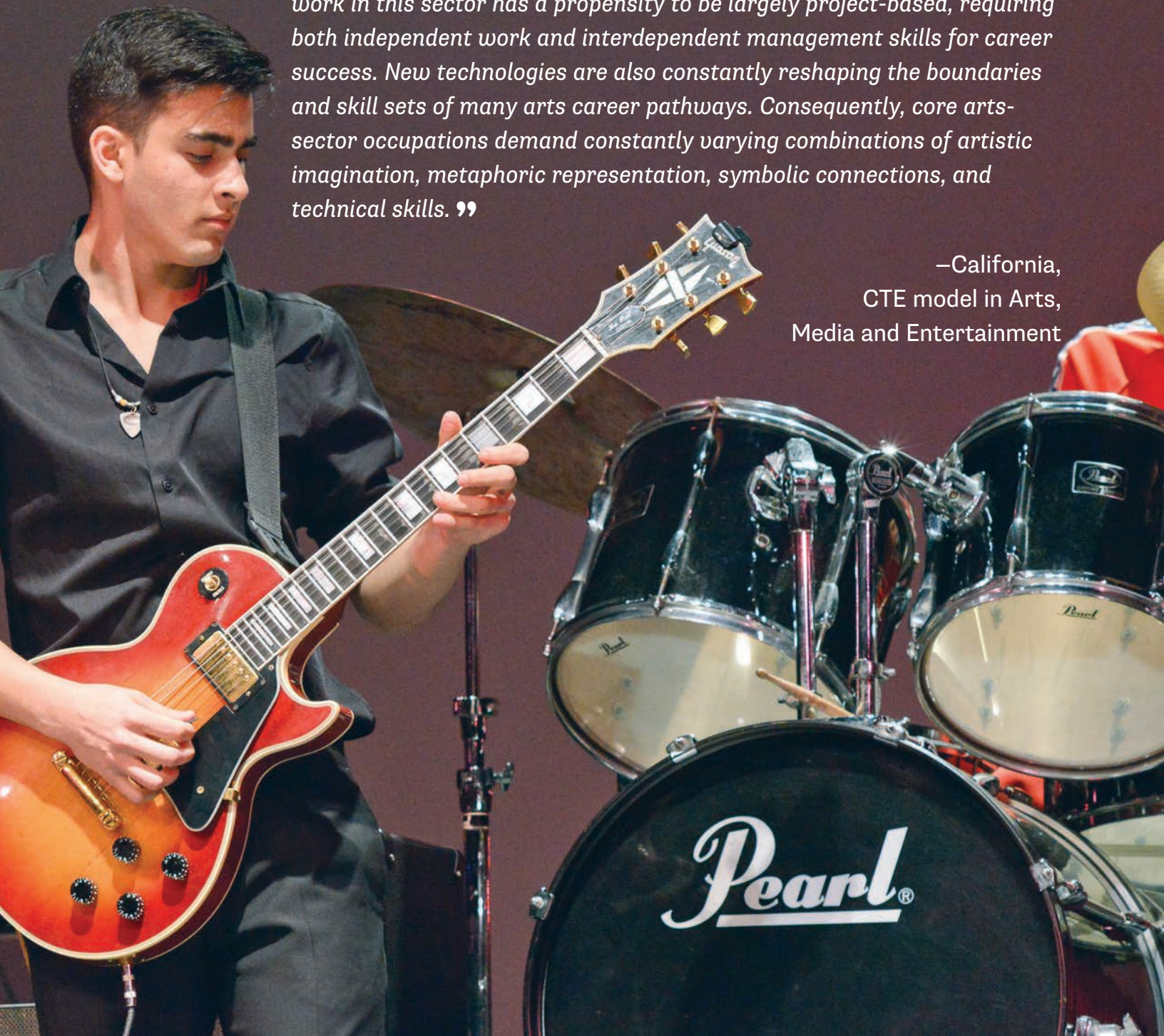
Sequence of Study

The whole school is now a CTE program in the arts with six program pathways within it: Performing Arts, Visual and Media Arts, Production and Managerial Arts, Sonic Arts, Game Design, and Expressive Arts & Human Development. It is based on a two-year sequence of study, with students taking 3.5 credits in a required core program area plus 4.5 credits in an area of further concentration. Beyond the required 3.5 program pathway credits, students will be able to deepen their skill set with specialized coursework in the areas of: fine art, digital media, film, concert and commercial dance, music performance (instrumental/vocal), digital music, drama, musical theatre, special effects, and game design. The interplay between the core coursework and the student's technical skill building will result in a versatile professional.

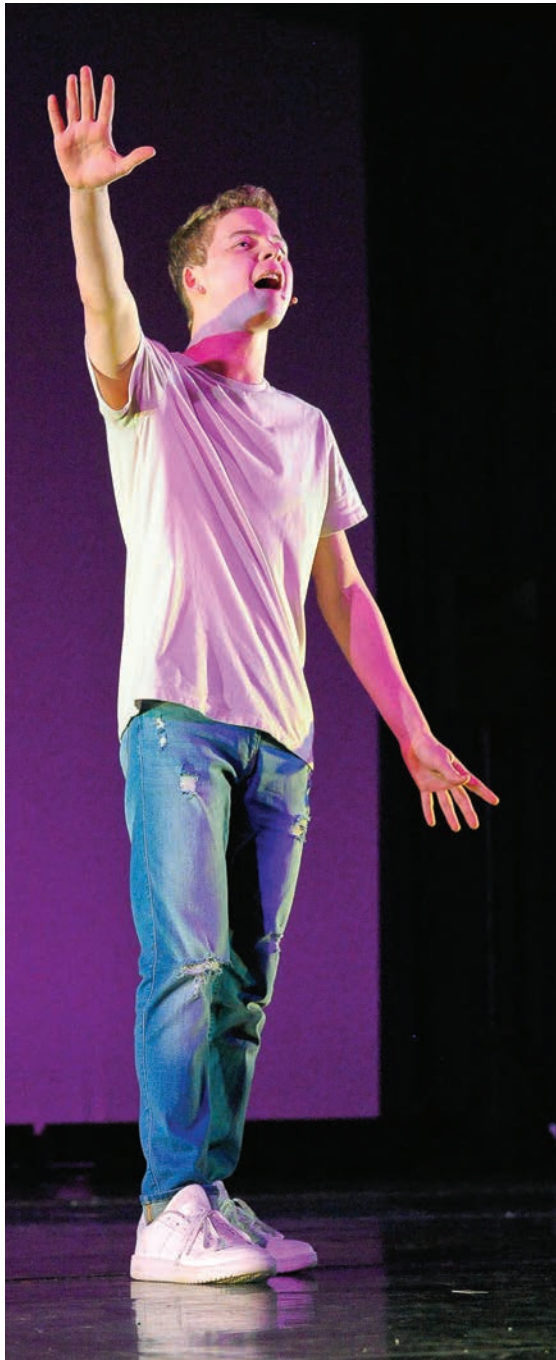


“Of all the career industries, the Arts, Media and Entertainment sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success. New technologies are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills.”

—California,
CTE model in Arts,
Media and Entertainment



Technical Assessments



To ensure that students are amassing the appropriate skill sets, students will take industry aligned national exams. In addition, students will engage with a culminating assessment at LIHSA known as an Individual Arts Portfolio. The Individual Arts Portfolio is a project developed collaboratively by the student and his or her instructors to match the student's interests and disciplinary focus and provide a systematic structure through which the student's achievements in the arts can be developed, reviewed, and assessed.



Game Design





The Game Design curriculum provides a grounding in the design, story-telling, illustration and 3D animation and in-depth game development coursework. Students learn to conceptualize, iterate and produce games that fit their artistic visions as well as their career goals. Game Designers author the storyline, writing the plot points, character development, and game objectives that drive the game. Students will learn the twenty-first century skills of creativity, critical thinking, communication, collaboration, and technical expertise, which will increase employment capacity across the job market. In the Game Design pathway students prepare for both entry-level employment and additional postsecondary training needed for advancement in the highly competitive game design industry. Students completing this pathway develop the skills and knowledge to be creative partners in video game design while building capacity for employment in all areas of the creative workforce.

Games Design Career Opportunities:

Sample occupations associated with this pathway:

- Game Designer
- Storyboard Artist
- 2-D and 3-D Animator
- Mobile App Designer
- Interactive Art and Media Consultant
- Visual Effects Designers
- Production Team Manager

Game Design Core Courses

Course Title	Credits	Course Title	Credits
2D/3D Animation	.5	Motion Design	.25
Adobe Illustrator	.5	Interactive Computer Graphics	.25
Interactive Digital Storytelling	.5	Sound Design for Interactivity and Games	.25
Visual After Effects	.5	Foley for Film, Video and Games	.25
Game Design Laboratory I	.5	Game History	.125
Game Design Laboratory II	.5	Post Production for Game Design	.125
Coding for Game Design	.5		

2D and 3D Animation**.5 credits**

Students will incorporate media to create stop motion animation, paper cut out animation, and basic 3-D computer-based animation. In addition to learning basic techniques of animation, students will have the opportunity to make a stop motion puppet of their own design. Students work with software such as Maya and Photoshop.

Prerequisite: Fundamentals of 3D Animation.

This course is eligible for three credits through Five Towns College with registration.

Adobe Illustrator**.5 credits**

This class provides a study of vector graphics for production. Students will develop skills in the use of the tools and transformation options of Adobe Illustrator to create complex illustrations for print and web-based media. In this course students will learn the software skills to create vector graphics for print and web projects. Students learn to communicate through their visual solutions to the projects. Students will learn to solve visual problems using vector art, giving them an important additional skill when they become entry-level designers. Additionally, they learn to exchange ideas, approximating a real-world working atmosphere.

Interactive Digital Storytelling**.5 credits**

Interactive Digital Storytelling explores the world of interactive narratives through combining traditional story-writing concepts with interactive narrative theory and practice. Students will be able to identify and understand different game genres and their story types including: Action, Adventure, Role playing, Simulation, and Strategy. The course will cover the basics of writing narratives while studying the way in which storytelling changes when it becomes interactive. Topics covered include: the basics of story construction (theme, plot, character, setting, etc.), interactive theory, story genre, and expanding the story experience using image and sound. Coursework will include writing a short narrative, learning interactive software, and producing several types of digital stories, as well as a complete interactive digital narrative project.

Visual After Effects**.5 credits**

This class provides a step-by-step guide to key techniques for working with Adobe After Effects in a wide range of media types. Students will learn how to create, manipulate, and optimize motion graphics for film and video. Students will have hands-on experience animating text and images, customizing a wide range of effects.

Game Design Laboratory I & II**.5 credits**

Students will be able to identify various gaming platforms: Gaming Console Platforms and their significant generations such as Atari, Nintendo, Sega, PlayStation, and Xbox, Computer Platforms and features including Windows 7/8/10, Macintosh OSX, and Linux and Mobile Platforms like Android, iOS, Windows. In this laboratory, students will work to develop at least one game on one of the aforementioned platforms.

Coding for Game Design**.5 credits**

In this class students will learn to write code, using various computer programming languages and integrate assets created into a functional digital platform.



**Post-Production
for Game Design****.5 credits**

In this class students will focus on the process of game testing and releasing the game after it has been developed. This will include: Alpha and Beta Testing, Game maintenance, and repairing bugs and glitches.

Motion Design**.25 credits**

This fundamentals course is designed to teach the skills necessary to understand the complexities of creating computer generated imagery in motion using layered visual elements. The ability to manipulate visual digital elements in time is a core competency that each student should master for the field of Game Design. Students will distinguish types of digital visual elements, the formats they are housed in and how this format affects how they are composited together to tell a visual story. Students will develop skills capable of synthesizing layered composites to allow for their creative imaginations to take hold.

This course is eligible for three credits through Five Towns College with registration.

**Interactive
Computer Graphics****.25 credits**

This class teaches the fundamental building blocks to develop the core competencies of Interactive Computer Graphics programming. It acknowledges the fact that creative people are visual learners. Within the first-class students will be programming lines of code to produce shapes and colors on their computer screen. Using a programming language that was designed from its inception to be used by artists allows students to start down the path of being computational visual designers with a solid foundation in the world of Game Design.

This class is eligible for credit with Five Towns College.

**Sound Design for
Interactivity and Games****.25 credits**

Sound Design for Interactivity and Games involves the artistic and technical application of sound to interactive media. This course will develop an understanding of sound design and its associated components such as: music, dialogue and voice, ambience, and effects. Students will examine a range of topics, technologies, and techniques such as: history of sound in interactive media, game sound interaction, asset creation, sonic iconography, game engines, and audio engines.

**Foley for Film, Video
and Games****.25 credits**

This course covers the fundamental elements of producing, designing, and editing sound for film and games. Students learn the basics of audio recording, sound editing, and multi-track sound design specifically for the moving image. Topics covered include microphone techniques, field and studio recording, Foley techniques, and using digital audio multi-tracking software. Students may be involved in projects such as learning to prepare surfaces and simulate specific types of shoes to record footsteps synchronized with picture, select and place the proper microphone(s) for specific situation, and to manipulate metals, wood, glass, rocks, fabrics, everyday items such as jars, gears, balls, and to use vegetables and produce to record sound effects synchronized to moving picture segments.

Game History**.125 credits**

In this course, students will learn about the history of gaming including: arcade console, computer, mobile, and modern devices. They will be able to identify key figures and designers in the history of gaming (Ralph Baer/father of video games, Nolan Bushnell/founder of Atari, Shigeru Miyamoto/key figure in Nintendo, etc.). Students will also become familiar with the ESRB (Entertainment Software Rating Board) and its ratings categories. The class will cover early games (Pong, Pac-Man, Donkey-Kong, Space Invaders, Centipede, Missile Command, Asteroids, etc.) so that students can understand the important milestones in gaming history.

Sonic Arts





The Sonic Arts pathway is a pioneering program where students will learn about recording, mixing, and mastering in LIHSA's state-of-the-art recording studio and digital music lab. LIHSA's experienced faculty will introduce students to a diversity of technical approaches and musical styles as they work with visual media, live interactive performance, sound installations, and software applications. The hands-on sound production courses will introduce students to audio techniques, covering the basics of writing, producing, and engineering productions. Students will: learn the fundamentals of music and how to create it on the computer using digital tools; gain a solid understanding of digital audio recording and editing techniques for persuasion, information, and entertainment, as well as the experience needed to be proficient in technical aspects of sound and music production, such as signal flows, mixing, mastering, compression, asset management, and online delivery; delve into creating sounds using current industry standard synthesizers by working at digital audio workstations to record and organize synthesized sounds and explore the vast array of electronic effects in Logic Pro X, ProTools, and Ableton Live.

Completing the Sonic Arts program will provide students with skills in music technology and a supportive curriculum to prepare them for post-secondary study and the professional work environment, with the breadth of knowledge, creative thinking, and expressive skills that can be translated into artistic, technical, entrepreneurial, and research endeavors.

LIHSA's future alumni in this area will be poised to find meaningful work in recording arts, sound design, and commercial music enterprises. Others will pursue the independent artist's path combining production with performance, composition, teaching, or arts administration.

Sonic Selected Career Opportunities:

- Record Producer
- Audio Technician
- Recording Studio Manager
- Sound Designer
- Sound Mixer
- Radio Broadcast Engineer
- Digital Audio Editor
- Composer/Songwriter
- Voice Over Artist

Sonic Arts Core Courses

Course Title	Credits	Course Title	Credits
Songwriting	.5	Ableton Live Fundamentals	.5
Producing Music with Logic	.5	Writing for Broadcast	.5
Pro Tools	.5	History and Analysis of Cinema Scores	.125
Microphones & The Performer	.5	The Art of Voice Over	.125
Sound Engineering for Theatre and Live Events	.5	Sound Design for Interactivity and Games	.25
Composing Electronic Music	.5	Foley for Film, Video and Games	.25



Songwriting

.5 credits

Students will be exposed to a rich source of songwriting possibilities using techniques such as modulation and cadences to construct the architecture of songs. By participating in a group of songwriters, students will have the opportunity to share their work with others, get feedback, and see different ways that tools can be used.

Producing Music with Logic

.5 credits

Logic Pro X is a powerful music production platform. In this class students will explore this complex software through exercises and projects designed to strengthen their technical understanding of Logic Pro and heighten overall creative abilities in music production. Students will begin with an overview of the software and then dive into MIDI editing.

This course is eligible for three credits through Five Towns College with registration.

Pro Tools

.5 credits

Students will learn the basic principles to complete a Pro Tools project—from initial setup to mix down. Student projects may involve multi-track recordings of live instruments, MIDI sequencing of software synthesizers or audio looping. This class will provide real world examples and frequent hands-on assignments designed to teach students how to record, edit and mix on a basic level.

This course is eligible for three credits through Five Towns College with registration.

Microphones & The Performer

.5 credits

This class provides an overview of sound-reinforcement equipment currently used in live performance and how to use it effectively. Topics will include basic system hookup, kinds of microphones, PA mixers, and speakers, adding effects, use of monitors, and communicating effectively with the sound person.

Sound Engineering for Theatre and Live Events

.5 credits

Students will learn to use various microphones and sound equipment in a controlled environment, and mobile environment. This course will also cover the use of analog and digital mixing consoles.

Composing Electronic Music

.5 credits

Composing and Producing Electronic Music will teach students the necessary tools and techniques to create contemporary electronic music in a variety of styles. Students will learn about the history of electronic music, which will highlight the important people, technology and techniques associated with the style.

Ableton Live Fundamentals

.5 credits

Ableton Live is a unique environment for exploring sound, composition, and performance. This course will touch upon all of these fundamentals, also covering aspects of production, synthesis, sampling, effects processing, and work flow inside of this unique software.

Writing for Broadcast**.5 credits**

Students will practice in organizing and writing for various distribution outlets including: radio shows, podcasts, television news; writing in various formats, including commercials, and public service announcements.

History and Analysis of Cinema Scores**.125 credits**

In this course you'll examine the role of music in visual storytelling and explore how film composers establish and use an effective musical vocabulary. Analysis in this course emphasizes thematic and textural development and other musical elements that contribute to the overall narrative of the picture. You will learn how to utilize different dimensions of music—such as tempo, rhythm, timbre, harmonic language, and melodic contour— to support film in specific ways: expressing the film's narrative structure, the characters' transformation, the world of the film, the characters' inner life, and more. Students will also investigate how musical choices reflect the filmmakers' visual choices in the making of their movie.

The Art of Voiceover**.125 credits**

Voiceover is a specialized area of “show-business” that requires dedication, acting ability, specialized performing skills, excellent reading skills, and passion. This class will introduce you to the world and craft of commercial voice over. Learn when to vary your distance to the microphone, how to mark copy using your own personal system and effective exercises for maximizing your vocal instrument.

Sound Design for Interactivity and Games**.25 credits**

Sound Design for Interactivity and Games involves the artistic and technical application of sound to interactive media. This course will develop an understanding of sound design and its associated components such as: music, dialogue and voice, ambience, and effects. Students will examine a range of topics, technologies, and techniques such as: history of sound in interactive media, game sound interaction, asset creation, sonic iconography, game engines, and audio engines.

Foley for Film, Video and Games**.25 credits**

This course covers the fundamental elements of producing, designing, and editing sound for film and games. Students learn the basics of audio recording, sound editing, and multi-track sound design specifically for the moving image. Topics covered include microphone techniques, field and studio recording, Foley techniques, and using digital audio multi-tracking software. Students may be involved in projects such as learning to prepare surfaces and simulate specific types of shoes to record footsteps synchronized with picture, select and place the proper microphone(s) for specific situation, and to manipulate metals, wood, glass, rocks, fabrics, everyday items such as jars, gears, balls, and to use vegetables and produce to record sound effects synchronized to moving picture segments.



Expressive Arts and Human Development





The Expressive Arts in Human Development program will provide students with skills needed for careers related to family and social services. It combines psychology and the creative process to promote emotional growth. This approach uses the inborn desire to create—be it music, theater, visual art, dance, or other artistic form—as a tool to help initiate change. Through this sequence students will understand the major stages of human development—physical, social, emotional, and psychological; demonstrate understanding of and sensitivity to individual, ethnic, and cultural differences among individuals and families; explore a variety of community-based human service agencies and careers; be prepared to enter undergraduate programs in the expressive arts and related fields and demonstrate effective communication skills, decision-making strategies, and problem solving techniques.

Expressive Arts and Human Development Career Opportunities:

- Music Therapist
- Art Therapist
- Dance Therapist
- Drama Therapist
- Child Development Specialist
- Adaptive Arts Teacher
- Counselor
- Social Worker
- Teacher

Expressive Arts and Human Development Core Courses

Course Title	Credits	Course Title	Credits
Expressive Arts in Human Development I <i>Integrated lab: The Art of Wellness: Visual Arts</i>	1.0	Crafting Health: Craft and Creative Media	.125
Expressive Arts in Human Development II <i>Integrated lab: Responding to Sound: Music and Voice</i>	1.0	Inspired by Nature: Outdoor Environments	.125
Expressive Arts in Human Development III <i>Integrated lab: The Act of Health: Drama and Performance</i>	1.0	Healing Spaces: Indoor Environments	.125
Expressive Arts in Human Development IV <i>Integrated lab: Health in Motion: Dance and Movement</i>	1.5	Creative Expressions: Story Writing, Poetry and Journaling	.125
		Oral Interpretation of Children's Literature	.5

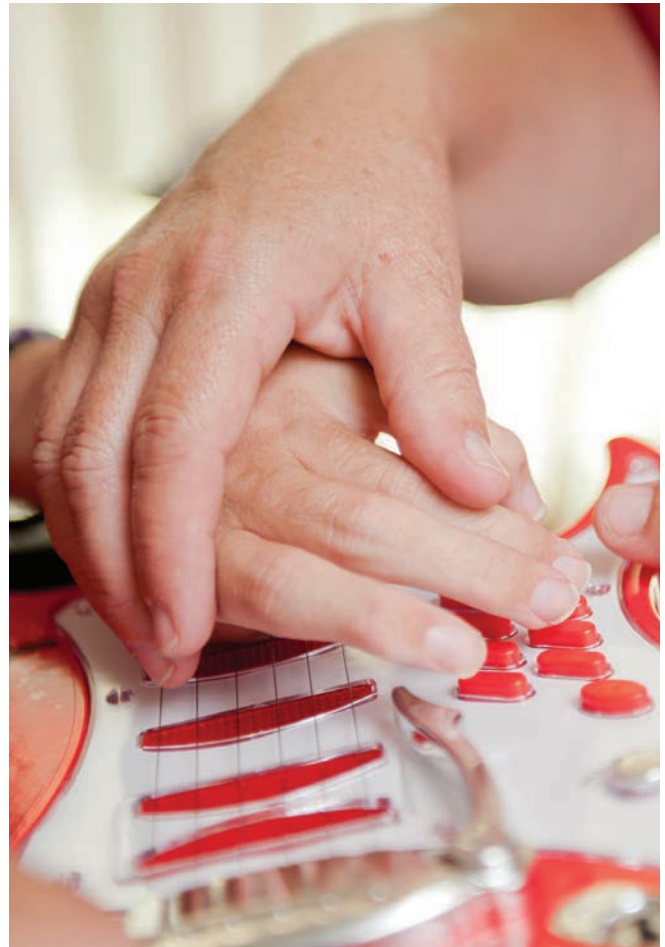
**Expressive Arts in
Human Development I:
Integrated lab: The Art of Wellness:
Visual Arts** **1 credit**

Prenatal growth and development provide the foundation for overall human growth and development. Through this content students will gain understanding of various factors that influence prenatal growth and development. This class will provide opportunities for students to apply communication, leadership, management, and thinking skills to prenatal development and early human development.

Lab Component: The aim of the creative arts lab in this course will be to introduce students to the applied use of creative visual practices including drawing and painting, photography and sculpture. Students will examine theories and models of art in a human development context from an international and cross cultural perspective. Through sharing of experiences, group work, and art activities, students will increase their understanding of the history, theory, practice, and applications of art in various settings. Central to the learning will be many hands-on visual arts activities including contour drawing, mandala making, photography exercises, clay sculpture and assemblage, aimed at introducing the key principles of visual arts based practices in human development. Students will examine the visual arts from a developmental perspective and as a culminating project, students will develop a proposal for a visual arts project for the very young child and their caregiver.

**Expressive Arts in
Human Development II:
Integrated lab: Responding to Sound:
Music and Voice** **1 credit**

The purpose of this class is to identify the developmental needs of children. Students will explore methods of meeting these developmental needs by providing a nurturing environment for children. Students will put into effect strategies that promote children's optimal growth and development. This content topic will provide opportunities for students to apply communication, leadership, management and thinking skills to the study of childhood.



Lab Component: In this applied lab students will have the opportunity to learn about interactive drama and performance from both a viewer's perspective and as a participant. Topics covered will include role-play for healthy relationship building and self-expression, and practices of ritual and celebration. Students will use play, embodiment, projection, role, story, metaphor, empathy, distancing, witnessing, performance, and improvisation to learn how to make meaningful change. Students will learn creative drama techniques that teach improvisational acting skills used in drama therapy. Creative dramatic activities will include theatre games, storytelling, story drama, puppetry, and educational drama. A final project will be required and will target a school aged population. This course is eligible for three credits through Molloy College in Creative Dramatics.

**Expressive Arts in
Human Development III:
Integrated lab: The Act of Health:
Drama and Performance (1 credit)**

This class will identify the developmental changes that take place during the adult years. The developmental milestones of adulthood include the establishment of independence, personal and professional relationships, and adapting to changing lifestyles. This class will provide opportunities for students to apply communication, leadership, management and thinking skills to the study of adulthood.

Lab Component: Students in this lab will explore instrumental, vocal and recorded sound as creative mediums used in expressive arts in community health contexts. A wide variety of topics will be covered including ambient music and meditative sound, individual and choral singing and rhythm based practices such as drumming. Students will examine some of the health benefits of music-based practices such as listening, breathing and singing and be introduced to a selection of artists who create music within therapeutic contexts. A final project informed by the healing dimensions/beliefs drawn from Native American music will be required.

**Expressive Arts in
Human Development IV:
Integrated lab: Health in Motion:
Dance and Movement 1.5 credits**

The population of aging adults is greater than ever before and is expected to increase. Many individuals in this period of life continue to be healthy and actively engaged in family, workplace, and community activities. Complex issues influence the overall health and well being of those in the elder years. This class will provide opportunities for students to apply communication, leadership, management, and thinking skills to the understanding the choices and challenges of individuals during the elder years.

Lab Component: Students in this class will explore the power of using their bodies as vehicles of expression and the many physical benefits of dance and movement. Participants will examine human movement that includes the historical development of movement from ancient through contemporary

cultures. Physiological, sociological, and psychological principles affecting human movement are also included. Analysis of movements, prevention of injuries, conditioning and relaxation techniques will be examined. Topics covered will include the histories and concepts behind dance movement therapies, the role of traditional and modern dance forms in clinical and psychotherapeutic contexts. Amongst the many topics explored will be new practices in contemporary dance that explore non-traditional approaches. Students in this class will be exposed to a rigorous Dance for Parkinson's Teacher training with the acclaimed Mark Morris Dance Company which may yield a certification for those who complete all the requirements.

This course is eligible for three credits through LIU Post.





**Crafting Health:
Craft and Creative Media .125 credit**

This course will focus on the application of traditional crafts practices for wellbeing. Techniques covered include paper crafting, collage and origami, textile-based practices, and manual arts such as wood carving and metal work. The class will examine how the repetitive or structured processes of craft activities make them ideal for community-based projects and blend creative expression with functional outcomes. The class will include a range of hands-on activities designed to introduce key principles of craft practices in community projects.

**Inspired by Nature:
Outdoor Environments .125 credit**

This class will explore how natural and urban spaces can be used to create and/or experience health and wellness opportunities. A wide variety of topics

will be covered including environmental design for mental and physical health, creative interventions such as ‘popups’ in civic spaces, the value of parks and playgrounds for adult and child health. Practical activities will be designed to facilitate a connection and/or reconnection to the natural and built environments that surround us in personal and community contexts.

**Healing Spaces:
Indoor Environments .125 credit**

This course will explore the concepts of “place-making” and sensory connection to enhance health and wellbeing. Classes will cover the relationship between light and space in architecture, the creation of sensory and immersive environments and the benefits of viewing and being surrounded by art in clinical and other institutional settings.

**Creative Expressions:
Story Writing, Poetry
and Journaling**

.125 credit

This course will provide an introduction to the key forms of writing and reading such as expressive writing, poetry, journaling and bibliotherapy. It also explores a range of community arts/writing projects that harness the power of writing for the purposes of political and social expression, and explores how collaborative writing can create awareness of social health and opportunities for connecting to others.

**Oral Interpretation
of Children's Literature**

.5 credit

This class will explore and interpret various types of children's literature from a variety of sources and cultures including picture books, folk literature, modern tales, poetry and original work. Published children's theater plays will be analyzed for their strengths and weaknesses, several Equity Children's Theater companies will be researched, and numerous forms of performance will be explored.

This course is eligible for three credits through Molloy College.



Performing Arts





The Performing Arts pathway focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression. Concentrations with this pathway include: Dance, Vocal & Instrumental Music, and Theatre/Musical Theatre.

Performing Arts Career Opportunities:

- Choreographers
- Actors: Broadway, TV, Film
- Musicians
- Vocalists
- Film & Stage Directors
- Arts Educators and Coaches
- Songwriting/Composing
- Arts Management
- Talent Agents/ Publicists
- Casting Directors
- Voice Over Artists
- Playwrights

College Admissions:

LIHSA dancers have continued their dance education at colleges, conservatories and universities such as the Juilliard School, North Carolina School of the Arts, Southern Methodist University, California Institute of the Arts, SUNY Purchase, University of the Arts, Rutgers University, SUNY Fredonia, Dean College, Montclair University, Temple University and Muhlenberg College. LIHSA instrumentalists, vocalists and music producers have continued their music studies at colleges and conservatories such as Berklee College of Music, the Eastman School of Music, Ithaca College, the Juilliard School, Manhattan School of Music, New England Conservatory of Music, New York University, the New School for Jazz and Contemporary Music Program, Queens College and Yale University. LIHSA actors have continued their theatre education at colleges, conservatories and professional schools such as North Carolina School of the Arts, New York University, Ithaca University, Emerson College, Boston Conservatory, Carnegie Mellon, Cincinnati Conservatory and the American Academy of Dramatic Arts.

Performing Arts Core Courses

Course Title	Credits	Course Title	Credits
Activism and Performance	.5	Solo Performance	.25
Rhythmic Exploration	.5	Artistic Direction and Production	.25
Composition of Original Works	.5	Creativity and Collaboration	.25
Original Works Performed	.5	Movement and Storytelling	.25

Activism and Performance .5 credits

This course explores the intersection of performance, politics, and social transformation by studying and experiencing the work of activist artists in both traditional and non-traditional forms from across the globe. Students in the class will examine the texts, theories, compositions, choreography and other practices of international artists committed to ethical reasoning, social change, peace-building, human rights, and community empowerment. Students create improvisation work drawing from the work that has been studied. This class culminates in the creation of an original activist performance.

Rhythmic Exploration .5 credits

Students will investigate the relationship between percussion instruments and the body as an instrument in order to effectively communicate across disciplines and express their artistic potential. Through this course, students will cultivate an appreciation for music and movement collaborations within a global context. Students will examine reoccurring patterns that emerge across a global context. This course provides students with opportunities to create and perform a collaborative music and movement work that can be shared through public performance.

Composition of Original Works .5 credits

This class, completed over two semesters, encourages performers to deepen their respective practices through critical engagement and the active exploration of issues and ideas tied to contemporary performance art-making practices. Students will be encouraged to experiment and take risks to discover a personal voice to communicate artistic intent. Students are introduced to ongoing guest critics during group critiques or workshops, produce critical writing centered in their work, develop the technical schematic and support necessary to bring their vision to life and participate in a year-end performance. Students may work alone but are encouraged to cast classmates in their pieces. Students must justify artistic choices and explain how they are used to intensify artistic intent.

Original Works Performed .5 credits

This class, completed over two semesters, encourages performers to deepen their respective practices through critical engagement and the active exploration of issues and ideas tied to contemporary performance art-making practices. Students will be encouraged to experiment and take risks to discover a personal voice to communicate artistic intent. Students are introduced to ongoing guest critics during group critiques or workshops, produce critical writing centered in their work, develop the technical schematic and support necessary to bring their vision to life and participate in a year-end performance. Students may work alone but are encouraged to cast classmates in their pieces. Students must justify artistic choices and explain how they are used to intensify artistic intent.

Solo Performance .25 credits

This course will introduce and engage the history, topics, theoretical guideposts, and landmark figures/performances central to the genre of solo performance. Working between critical examination and practice, participants will analyse the form and content of leading solo performers while also composing a series of short exercises that activate solo performance strategies and methods. The course will culminate in the creation of a participant's self-authored, short solo performance piece, and the compilation of a performance portfolio which documents the artistic processes involved.

Artistic Direction and Production .25 credits

This class offers working knowledge of lighting and sound equipment, crew work, wardrobe, and other technical requirements for production. It provides students with a clear vision of the context in which performance is produced and performed. Students will learn in detail the importance of communication and develop the requisite vocabulary in the real-world terms of production, while examining pieces that have been previously performed, applying elements to future works and further developing a toolbox to execute their artistic vision.

Creativity and Collaboration .25 credits

After a review of various artists, directors, writers, composers and choreographers, students will immerse themselves in the practice and study of collaboration, experimenting with and gaining skills in co-creation and shared authorship as they move along. Students will have the opportunity to develop creative abilities through experiences in performance-based arts and apply these in a collaborative project.

Movement and Storytelling .25 credits

This course introduces students to notions of space, time, shape, rhythm and movement, as components to be used in ensemble improvisational practices as well as developing choreographic material. The material created through collaboration with fellow students and following different prompts will be introduced as an ensemble-building tool, and further developed as a foundational vocabulary for composition across disciplines.



Visual & Media Arts





The Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions. Concentrations include: Fine Arts, Filmmaking, and Digital Media.

Career Opportunities:

- Professional Artists and Illustrators
- Photographers
- Art Teachers, Professors, and administrators
- Museum Curators
- Visual Effects Designers
- Graphic Designers
- Web Designers
- Corporate and Interior Designers
- Architects
- Animators
- Filmmakers/Producers
- Film Directors
- Cinematographers

College Admissions:

Representatives from prestigious undergraduate art programs regularly come on-site to hold individual portfolio reviews. LIHSA art students have continued their art education at colleges and art schools such as Cooper Union, Parsons School of Design, Savannah College of Art and Design, Rhode Island School of Design, Pratt Institute, Maryland Institute College of Art and the Fashion Institute of Technology. LIHSA filmmakers have continued their film studies at colleges and universities such as New York University, University of California at Los Angeles, Emerson College, Hofstra University and Point Park University.

Visual and Media Arts Core Courses

Course Title	Credits	Course Title	Credits
Digital Imaging	.5	Objects and Visual Meaning	.25
Activism and Art-Making	.5	Digital Mixed-Media Lab	.25
Art and Institutions	.5	Curating Displays of Visual Works	.25
The Exhibition	.5	New York City & Surrounds in Media	.25

Digital Imaging**.5 credit**

This course introduces digital art image making, editing and design techniques as a foundation upon which an effective visual language is built. Beginning with an investigation of the elements and principles of design, students will discover a broad range of visual ideas, concepts and techniques to use in creating images. Expressing, evaluating and communicating ideas with visual images is a primary focus of this course. During the semester, students will use imaging and design software consistent with the visual professions as a beginning step towards professional-standard computer proficiency.

Activism and Art-Making**.5 credit**

This class explores the relationship between art and activism. Through case studies, slides, videos, readings and discussions, students will situate art in a historical and political context. Emphasis will be on these recurrent issues: the relationship between aesthetics and politics, conceptions of community and the public, and the practical aims of art, both intended and actual. Students will then move on to question how this might inform their own art practice. A major component of the course will be a project that students plan and execute during the semester. Choice of practice and medium will be open, but possibilities might include work that

is performative, visual, or conceptual, employing photography and/or digital media, text, film, painting, or sculpture.

Art and Institutions**.5 credit**

In this course students will consider the formation of museums, non-profit and artist-run alternative space and commercial galleries. Students will examine different typologies of institutions—their structure, spaces, and performativity. Coursework will include video and film screenings, the study of artist writings, cultural criticism, live work, and class visits to cultural organizations in New York City and across Long Island.

The Exhibition**.5 credit**

Drawing on their work from the Curating Displays of Visual Works class, students will create one or more curatorial platforms in the public domain. This will require the identification of a site with related research on its historical, socio-political, and environmental context; researching the various stakeholders; writing concept statements and invitations or project briefs for artists; a budget and communication plan; and a public presentation for feedback. This is an intensive course with substantial expectations of work outside class time. There will be guest speakers, site visits, outside research and group meetings.





Objects and Visual Meaning .25 credit

Students will begin the semester by looking into the idea of meaning in everyday objects; building understandings and analyses of the ways in which meanings are assigned and associated. This will include an exploration of both analog and digital platforms and the expectations assumed or produced by each. Through these modes of inquiry, the class will focus on the how and why of making things.

Digital Mixed-Media Lab .25 credit

This class is a learning laboratory for digital art making processes from brainstorming through digital output. Students are encouraged to mix media, taking clues from a rich tradition of avant-garde experiments and current trends in digital art. All projects incorporate digital tools in some stage of their process, though the final format may integrate traditional techniques and materials. The class establishes a collaborative learning environment, wherein all participants will take turns sharing their expertise and discoveries in a laboratory of emerging technologies.

Curating Displays of Visual Works .25 credit

The challenge of contemporary public curating is responding to the shifts in urban space and usage, to new technologies, and to new forms of social and interventionist artistic practice. This course will provide an overview of curatorial models for visual and media art, ranging from approaches to online exhibitions to models for presenting digital art in indoor spaces such as museums and galleries at festivals or in outdoor spaces. Students will engage with challenges of and best practices for the presentation of digital art in various contexts, audience engagement, organizational structures, as well as exhibition documentation.

New York City & Surrounds in Media .25 credit

The explosive growth and transformation of the modern city has inspired its frequent representation in photography, cinema, television and other media, influencing how we view and understand modern urban life. This course examines the different facets of the city over time, including industrialization and development, suburbanization, race, poverty and even dreams of future cities as they are seen through a variety of modern media.

Production & Managerial Arts





Whatever the form or medium of creative expression, all careers in the Arts, Media, and Entertainment sector require “publication” or a public presentation in one way or another. Consequently, the Production and Managerial Arts pathway focuses on both the technical skills and the organizational and managerial knowledge necessary to bring arts, media, and entertainment to the public. Concentration areas include: Special Effects, Directing, Stage Management and Entertainment Design (Lighting, Costume, and Set Design.)

Career Opportunities:

- Director
- Costume Designer
- Costume Construction
- Lighting Designer/Operator
- Stage Manager
- Scenic Designer
- Scenic Construction
- Special Effects Makeup Artist
- Props Designer/Manager
- Production Coordinator
- Technical Director
- Sound Designer/ Operator

College Admissions

LIHSA graduates in Production & Managerial Arts have continued their education at colleges and universities such as California Institute of the Arts, Emerson College, SUNY Purchase, SUNY Buffalo, Hofstra University, Montclair State University and Syracuse.

Production & Managerial Arts Core Courses

Course Title	Credits	Course Title	Credits
Life Cast & Character Design	.5	Computer Modeling	.25
Microphones & The Performer	.5	Audience Management	.125
Scars, Aging and Makeup Application	.5	Stage Management	.125
Lighting Design & Electrics	.25	Artist Management	.125
Advanced Scenic Design	.25	Introduction to Theatre	.125
Costume Construction	.25	Directing	.125





Life Cast & Character Design .5 credits

Students enrolled in this class will have the opportunity to get a life cast made of themselves, as well as participate in the life casting of other students. With completed life casts, students will work on creating characters and sculpting appliances to be cast in silicone and applied to their faces. In this studio-oriented class, students will learn the proper molding and casting techniques for silicone appliances.

Microphones & The Performer .5 credits

This class provides an overview of sound-reinforcement equipment currently used in live performance and how to use it effectively. Topics will include basic system hookup, kinds of microphones, PA mixers, and speakers, adding effects, use of monitors, and communicating effectively with the sound person.

Scars, Aging and Makeup Application .5 credits

Students in this course will learn simple yet effective methods of completing appearance-altering makeups. This expansive and detailed course further develops the students understanding of make-up

creating character, and how products can be manipulated to achieve specific effects. Using latex, silicone, and other special effects makeup materials, make student models appear older, have wounds, or have facial hair. Students enrolled in this class should be ready to get dirty, as both the applying artist and the model.

Lighting Design & Electrics .25 credits

In this introductory lighting class, students will learn the basic function of theatrical lighting, how to hang lights and plug them into existing theatrical electrical systems and focus them on stage. Students will also gain insight into the programming of cues and designing the different looks necessary for a production.

This class is eligible for three credits through LIU Post with registration (THE115).

Advanced Scenic Design .25 credits

In this course, students will be able to exercise their scenic development tools in a completely 3-D environment and understand the core principles of sharing their work with other members in a production team.

Costume Construction .25 credits

This course will review basic principles of theatre costume design and will introduce rendering skills. Emphasis will be placed on the development of design concepts, unity, character statement, basic clothing design and period style adaptation. Class projects will involve building garments for various LIHSA productions and students may serve as wardrobe crew on these productions.

Computer Modeling .25 credits

In this computer-based course, students will learn how to utilize computer software to create 3-D models. Additional exploration in 3-D modeling concepts will allow students to create prototypes using the popular manufacturing technique of 3-D printing.

Audience Management .125 credits

The House Manager oversees all facilities except those on the immediate stage. Some House Managers, especially those in larger theaters, also function as facility managers. Facility managers are usually responsible for booking the theater so that it is continually occupied and returns a profit to the owners, public or private. In this class, students will learn about audience management and how to fulfill the expectation of a professional production.

Stage Management .125 credits

This course will include the principles and practices of stage management including rehearsal coordination, and director/cast/ crew relationships during rehearsal for theater, opera, musical theater, dance, and music shows. The course combines classroom instruction with practicum experience. Students are required to stage manage and crew LIHSA productions during the year and participate in the rehearsal process.

Artist Management .125 credits

This course explores the role and importance of an artist manager, what they do, and how they impact the career of the artist and their brand. The course begins with the basics: why an artist needs a manager, the keys to finding the right partner, and a typical management contract. From there, students will

cover the details of planning an artist's career, money management and what to do when things go wrong.

Introduction to Theatre .125 credits

As a set of staged practices rich with social context, theater has sought to document, engage, and affect communities. This course introduces and explores theater from page to stage as a live performing art. Topics will include the relationship between theater and society, dramatic structure, theatrical representation, and the crafts of theater artists such as directors, designers, playwrights, and actors. Students will also engage with live performances and video archives of past performances.

Directing .125 credits

A practical course in directing which provides students with the consciousness of storytelling in theatre and creative directing. Students will examine and practice techniques in preparing the script for rehearsals, creating the space, collaborating with designers, working with actors, preparing and conducting rehearsals, analyzing text from multiple perspectives, and understanding the relationships between actors and audience.



Career & Financial Management Required Core

Course Title	Credits
Careers in the Arts	.125
Artist Management	.125
Arts Entrepreneurship	.125
Creative Promotion in the Arts	.125

Careers in the Arts **.125 credits**

Students in this course will engage in an exploration of options available to artists after high school, matching industry requirements with pathways, including college admissions and cost associated with it. Students will complete portfolios, engage in mock interviewing and develop resume related material. Students will also research related trends in the creative arts sector, types of jobs available and professional organizations affiliated with different sectors. Traits that are valuable for artists to possess will be explored and students will learn about advocacy and networking in the professional arts world.

Artist Management **.125 credits**

This course explores the role and importance of an artist manager, what they do, and how they impact the career of the artist and their brand. The course begins with the basics: why an artist needs a manager, the keys to finding the right partner, and a typical management contract. From there, students will cover the details of planning an artist's career, money management and what to do when things go wrong.

Arts Entrepreneurship **.125 credits**

Introduction to Arts Entrepreneurship is a survey of business strategies, including money management, investing, insurance, taxes and all the other details behind a successful career in the arts. This course also emphasizes the importance of entrepreneurial thinking, engages students with the fundamentals of the arts "business," and explores ways to influence and shape the industry's future. The course will explore the inner workings of the arts industry, using creative problem solving exercises, discussion questions, collaborative projects, case studies, and hands-on activities. Students will have first-hand experience with guest experts in the fields of promotion, management, and artist representatives, and thus begin creating their own networks and a path to their future activities in the arts.

This class is eligible for Economics Credit, when taken in tandem with Creative Promotion in the Arts.

Creative Promotion in the Arts **.125 credits**

This class offers a comprehensive study of media options available for the promotion of artists, products, and services. It includes a brief discussion of marketing plans, followed by a detailed look at both old and new media. Concepts such as integrated marketing communication are melded with creative tools for branding. Students will analyse an existing promotion plan, as well as create one of their own for a new product. Particular attention is given to the use of the internet for communication and the location and retrieval of business-related data.

This class is eligible for Economics Credit, when taken in tandem with Creative Promotion in the Arts.

Elective Technique Courses

Design Thinking

Design Thinking involves building empathy to understand the need or issue clearly; defining the problem or driving question; brainstorming ideas to address the problem or question; improving or coming up with new ideas based on feedback about initial ideas; designing a prototype that is tangible, digital, or actionable; testing the prototype to determine what works and what needs to be fixed; and repeating steps of the process until a final product or idea is ready to implement. Throughout the course students will work on different challenges and develop solutions.

Audience Management

The House Manager oversees all facilities except those on the immediate stage. Some House Managers, especially those in larger theaters, also function as facility managers. Facility managers are usually responsible for booking the theater so that it is continually occupied and returns a profit to the owners, public or private. In this class, students will learn about audience management and how to fulfill the expectation of a professional production.

Stage Management

This course will include the principles and practices of stage management including rehearsal coordination, and director/



cast/ crew relationships during rehearsal for theater, opera, musical theater, dance, and music shows. The course combines classroom instruction with practicum experience. Students are required to stage manage and crew LIHSA productions during the year and participate in the rehearsal process.

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the details of planning an artist's career, money management and what to do when things go wrong.

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**Directing**

A practical course in directing which provides students with the consciousness of storytelling in theatre and creative directing. Students will examine and practice techniques in preparing the script for rehearsals, creating the space, collaborating with designers, working with actors, preparing and conducting rehearsals, analyzing text from multiple perspectives, and understanding the relationships between actors and audience.

Composing Electronic Music

Composing and Producing Electronic Music will teach students the necessary tools and techniques to create contemporary electronic music in a variety of styles. Students will learn about the history of electronic music, which will highlight the important people, technology and techniques associated with the style.

Producing Music with Logic

Logic Pro X is a powerful music production platform. In this class students will explore this complex software through exercises and projects designed to strengthen their technical understanding of Logic Pro and heighten overall creative abilities in music production. Students will begin with an overview of the software and then dive into MIDI editing.

Mixing and Mastering for the Electronic Musician

Students in this course will gain an understanding of the tools and techniques involved in mixing and

mastering electronic productions. This is essential knowledge for both electronic music producers, as well as self-producing artists, composers and songwriters. Using Logic Pro X, students will gain hands on experiences working on mixing and mastering projects.

Music Notation and Score Preparation

Students will learn to write professional standard notation using Finale—a best selling music notation software. Students will notate arrangements and compositions from basic notes and rhythms to more advanced markings. Students will explore techniques that will allow them to produce clear and professional-quality music.

Ableton Live Fundamentals

Ableton Live is a unique environment for exploring sound, composition, and performance. This course will touch upon all of these fundamentals, also covering aspects of production, synthesis, sampling, effects processing, and work flow inside of this unique software.

Scoring for New Media

Video games require the player to be actively involved and to make decisions based on the action that is occurring on screen. This course focuses on these game scoring techniques from conceptualization, to creation, through to implementation.

Pro Tools I

Students will learn the basic principles to complete a Pro Tools project—from initial setup to

mix down. Student projects may involve multi-track recordings of live instruments, MIDI sequencing of software synthesizers or audio looping. This class will provide real world examples and frequent hands-on assignments designed to teach students how to record, edit and mix on a basic level.

Chamber Music

Students in this course will explore the playing and study of period instruments and musical styles. Students will learn how to bring the discovered information into the modern context of music making and creation of inspired performing.

Musical Icons Ensemble

The musical icons ensemble will study and perform a wide array of music from some of the greatest performers, songwriters, and composers of all time. From Bach to Billy Joel, students will develop the high-level performance and

musicianship skills necessary to succeed in the music industry. An emphasis will be placed on playing arrangements in a variety of genres, styles, and instrument configurations.

Songwriting

Students will be exposed to a rich source of songwriting possibilities using techniques such as modulation and cadences to construct the architecture of songs. By participating in a group of songwriters, students will have the opportunity to share their work with others, get feedback, and see different ways that tools can be used.

Songwriting Ensemble

In today's world, collaboration between songwriters is common. This ensemble class will include collaborative songwriting projects as well as the discussion and performing of music from well known co-writing teams.

Third Stream Ensemble

Third Stream is a term coined in 1957 by composer Gunther Schuller, in a lecture at Brandeis University, to describe the musical synthesis of jazz and classical music. In this ensemble class, students will study and perform the music of French composer and pianist Claude Bolling and others in this category.

British Pop Ensemble

It's the British Invasion! In this ensemble, singers and musicians will have the opportunity to sing and play British Pop Hits from the 60's 70's 80's 90's and the new millennium. Both musicians and vocalists will get a deep dive into the styles that make up British Popular music. All the while learning sight-reading, improvisation, and instrumental techniques.



Blues, Gospel, and Funk Ensemble

Blues, Gospel and Funk plays a major role in much of the music heard today. Students will learn the history of this style, starting with the blues and gospel and moving towards more rhythms from the modern era.

Popular Music Ensemble

In this ensemble, students will learn sight-reading and improvising skills. Students will perform some unique, eclectic, fascinating, and provocative music written over the past 50 years. Students will study, learn, and perform a wide range of styles that may include rock, jazz, hip-hop, crossover, and electronic dance music.

Snarky Puppy Ensemble

In recent years this group of musicians has re-energized contemporary instrumental music. In this ensemble students will explore Snarky Puppy's music. Arrangements will be tailored to

the members of the ensemble and sourced from original scores and recordings. Where appropriate, sections will be re-written to best serve the students.

Live Band Karaoke

In this ensemble, singers will have the opportunity to sing the hits from the 60s, 70s, 80s, 90s and the new millennium with a group of skilled musicians. Musicians will get a deep dive into the styles that make up popular music. All the while learning sight-reading, improvisation and instrumental techniques

African & Latin Drumming

Students will be guided through the traditional rhythmic traditions of West Africa, North Africa, Cuba, Puerto Rico and the Dominican Republic. Djembes, tubanos, talking drums, congas, and assorted hand drums will be provided. This is an opportunity to gain musical knowledge, skill and confidence, in a safe, welcoming and inspirational environment.

Percussion Ensemble

This ensemble is dedicated to the performance of significant percussive styles from around the globe. Percussion traditions are explored through performance and cultural research. No prior drumming experience necessary.

Country, Folk, and Americana Ensemble

This class will begin with American popular music of the 1920s and 1930s and will also include songs from the folk revival and country tradition. Modern country is a virtual potpourri of influences, including rock, soul, folk and even blues. This class is for instrumentalists or vocalists.

American Songbook Ensemble

This performance-based course surveys the major American popular song composers of the Tin Pan Alley era, whose work forms the core of the jazz repertoire. Composers studied include Gershwin, Berlin, Porter, Ellington, Warren, and Rodgers. This class is for instrumentalists or vocalists.

Piano Lab

This class is aimed at the keyboard player who wants to build skills that will help them write, produce and perform using keyboards. Along with the development of healthy fundamental playing techniques, the course will develop skills through an exploration of musical parts from a wide variety of genres.

Ear Training & Solfege I&II

This course focuses on melody and bass notes and examines the harmonies, rhythms and pulses



that drive and measure music. Students will learn to notate basic rhythms and pitch to understand the relationship between notes by using the solfege method.

Instrument Construction: Natural Materials

If you have an eye for detail and an ear for music, then you are the perfect candidate for this musical instrument crafting course. Students will discover sounds of our planet and the creations of these sounds to create instruments from plants (including vegetables), stone, paper, metal, and bamboo.

Instrument Construction: Recycled Objects

Students in this course will discover how much beauty and music exist among things discarded around us by crafting instruments from that which has been castoff. In this class students will learn how they are always surrounded by musical objects, even those that are deemed worthless.

Ballet, Floor Barre, and Modern Dance I & II

The ballet portion of this class focuses on technique and alignment through a classical ballet class. Floor-Barre is a training technique that was developed by the dancer and dance-teacher Zena Rommett as an additional means to strengthen the body and enhance the working of ballet dancers. The technique allows students to enhance their precision and posture, making fixes that remain in their muscular memory and become evident as they go back to train in standing position. The modern

dance portion of this course prepares students in the beginning and intermediate level skills of Horton dance technique, including alignment, vocabulary, performance, and history, with emphasis on strengthening the body for dance. The class format will include warm-up exercises, fortifications, studies, and traveling combinations. This course also includes the study of Lester Horton's influence on American modern dance, particularly in relation to integration in concert dance and the formation of Alvin Ailey American Dance Theater.

Ballet, Floor Barre, and Modern Dance III & IV

The ballet portion of this course provides an integrated, theoretical, practical approach for comprehending the foundations of classical ballet technique; the demands of the physical execution; an academic understanding of the French vocabulary along with the role ballet plays in informing all styles of dance. The class will consist of a structured and sequential ballet barre, center exercises, and combinations across the floor. In Floor Barre, students will enhance their precision and posture, making

fixes that remain in their muscular memory and come evident as they go back to train in standing position. Students in this course will benefit from an artistic residency with the American Ballet Theatre. This modern dance portion of this course prepares students in the intermediate and advanced level skills of Horton dance technique, including alignment, vocabulary, performance, and history, with emphasis on strengthening the body for dance. Class format will include warm-up exercises, fortifications, studies, and traveling combinations. Course also includes the study of Lester Horton's influence on American modern dance, particularly in relation to integration in concert dance and the formation of Alvin Ailey American Dance Theater.



Jazz Dance I & II

The jazz portion of this yearlong class focuses on the core fundamentals of the jazz dance style. Throughout the class and choreography studies, the dance students will be able to appropriately apply dramatic expression to their performance, build physical strength, flexibility, balance, and coordination. Students will also develop proficiency in dance performances that utilize Jazz based leaps, jumps, turns, walks along with syncopated, polyrhythmic and isolated movements, as well as gain a solid foundation of the classical jazz styles.

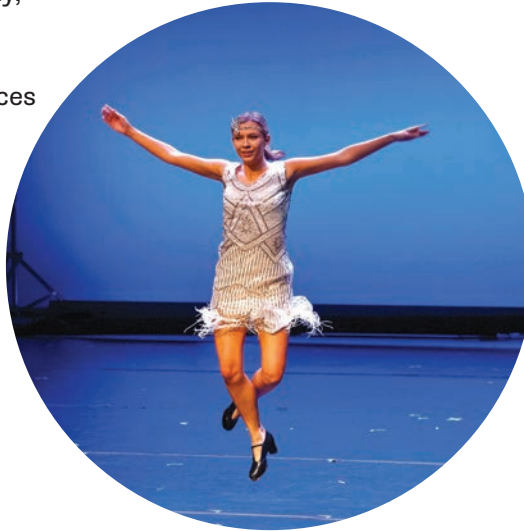
Jazz Dance III & IV

This jazz portion of the class focuses on the more nuanced and advanced aspects of the jazz dance style and applies the core fundamentals learned in the Jazz I class. Throughout class and choreography studies, the dance students will be able to appropriately apply dramatic expression to their performance, build physical strength, flexibility, balance, and coordination. Students will also develop proficiency in dance performances that utilize advanced jazz-based leaps, jumps, turns, walks along with syncopated, polyrhythmic and isolated movements, as well as gain a solid foundation of the classical jazz styles.

Ballet for Non Majors

This class will introduce beginning students to fundamental aspects of classical ballet technique; no previous experience required.

Basic principles of alignment, rotation, and movement quality are introduced as the building blocks for success in advanced material. Foundational movements and ballet vocabulary are learned and refined. Students work toward mastery of simple combinations and rhythmic patterns.

**Tap Dance I & II**

This is a course in beginning Tap Dance technique. Students will learn tap vocabulary, rhythmic patterns and style while developing dexterity, musicality and basic performance skills. Choreography and improvisational group projects/ presentations develop.

Tap Dance III & IV

In Tap Dance III and IV, students will build on skills gained in previous tap classes to understand time for artistic interest and expressiveness. Students will be able to recall and understand variations of time in phrasing with and without musical accompaniment. In this course, students will use multiple

rhythms, expressive musical phrasing and dynamic control. They will explore sensitivity to musical phrasing by working with and against rhythm of accompaniment or sound environments.

Broadway Theatre Dance

Based on the Broadway era from the 1920s to the present, in this course, students will learn strong technique in jazz fundamentals as well as choreography derived from various Broadway styles.

Hip Hop

In this mixed-level technique course, students will address hip-hop dance performance, practice, style, and form to build strong technique, as well as to enhance artistry and understanding.

Dance from the African Diaspora

This class will teach the fundamentals of traditional African dance. Classes will start with a thorough warm-up, followed by a sequence of movement across the floor.

Ethnochoreology

Dance or structured human movement practice is an important aspect of the lives of human beings the world over. Ethnochoreology, the study of dance, movement and culture, aims to extend knowledge and understanding of diverse cultures and the movement experiences that these cultures offer. In this class students will critically engage with issues relating to dance and society such as embodiment, identity, gender, nationalism and globalization.



Indian Dance

This beginner course offers an opportunity to study forms of Indian Classical Dance. Class work will include basic steps, movements, and hand gestures, as well as an introduction into the history, style and rhythmic base.

Dance Composition I and Works in Progress I

This yearlong class offers students a practical experience focusing on the choreographer's creative process. Students will be encouraged to experiment and take risks to discover a personal voice to communicate artistic intent. Students will expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. During the second semester students will demonstrate fluency and personal voice in designing and

choreographing original dances. They will justify choreographic choices and explain how they are used to intensify artistic intent. Students will construct an artistic statement that communicates a personal, cultural and artistic perspective. This class must be taken for the full year.

Dance Composition II and Works in Progress II

The Dance Composition II/Works in Progress II course is designed to deepen the students' knowledge and application of choreographic devices and structures. This course will allow dancers to study master choreographers and their dances as well as build on previous choreographic methods as realized by the students in Works in Progress I. In this course dancers will have opportunities to explore collaborations and create multidisciplinary work. In addition, we will investigate ways

to create and perform site specific choreography within our school and the larger community. Dance Composition I/Works in Progress I is a prerequisite for this full-year course.

Introduction to Swing Dance

The Introduction to Swing Dance class is for students who have had little to no experience with the style and are interested in developing their understanding and execution of the Swing Dance technique. Throughout the class and choreography studies, the students will be able to build physical strength, flexibility, balance, and coordination. Students will also develop an understanding of the terminology used in Swing Dance and be able to properly execute the basic steps and partnering techniques used. This course will mainly focus on East Coast Swing.

Latin Dance

This course is designed to teach students the basic elements of Latin Dance. For each dance, the students will learn the historical and geographical roots, and the music and the instruments associated with each one. This course will help students learn the skills of dance while improving their technique, poise, self-confidence and creative ability as well as deepening their understanding of and appreciation for the rich and colorful heritage that each dance represents.

Street Styles

This will be a high-energy class that infuses the latest styles of street dancing, breaking, popping, and locking. Classes will encourage students to step outside of the box by bringing their own individual style and personality to the movements. This style of dance requires students to have the strength and stamina to successfully perform moves. Therefore class includes upper and lower body conditioning as well as a rigorous warm-up to help prepare students for more intense movements.

Jazz Dance for Musical Theatre

This class for non-dance majors, will teach students proper technique and focus on performance. The warm-ups will concentrate on stretching and reinforcing all muscle groups through a series of movements based on traditional techniques from jazz. There will be across the floor exercise to develop turns and jumps skills and to practice changes of directions.

With an emphasis on musicality and creating an overall visual picture, the class will culminate in a choreographed combination.

Nutrition & Fitness for the Artist

Students in this class will learn about optimal nutrition for the dancer, actor, singer, musician and artist. Participants will study strategies to maintain the healthy weight, bright mind and strong immunity system that every artist needs. Students will engage with strength and stretching exercises that enhance spatial awareness, coordination, stamina and stage presence. Students who take this class will be awarded Physical Education credit.

Fairy Tale and Folk Theatre

This class will provide a view of the main forms and varieties of folklore and folk expression in tales, ballads, and gestures. It will include a study of fairy

tales as historical artifacts that reveal the concerns of their times and places, as narrative structures capable of remarkable transformation, and as artistic performances drawing upon the expressive resources of multiple media, intended to challenge conventional presuppositions about the genre.

Advanced Acting for Musical Theatre

Students in this course will have the opportunity to develop a musical theater scene, workshop a contrasting musical theater vocal solo and/or duet, and explore staging, character movement, and choreography within the musical theater genre. They will have the opportunity to build a musical theater audition portfolio consisting of songs from various genres that complement their vocal range, along with 8, 16, and 32 measure cuts for audition purposes. Students will also



learn how to audition for musical theater, take part in several mock auditions, and participate in a workshop with professionals in the industry. Prerequisite: You must have successfully completed Acting for Musical Theater to be eligible for this course or have the permission of the instructor.

Musical Theatre Classics

Musical Theater repertoire is often divided into two categories, one being the contemporary (usually anything written in the 1970s and beyond) the other being the classic (sometimes labeled Pre-1960's.) Studying classic musical theater repertoire is very important for any student planning to audition for college theater programs or anyone interested in pursuing a career in musical theater. Students will explore composers of this era including Gershwin, Porter, Berlin, Rodgers and Hammerstein, Rodgers and Hart and many more.

Introduction to Acting Technique

This is a basic introduction to acting technique for the stage. It is designed to develop the ability to play dramatic action honestly and believably, using realistic/naturalistic material, as well as self-scripted autobiographical writing. Course work will include exercises and improvisations exploring awareness, relaxation, observation, the senses, voice, and physical and emotional life. Work in preparation of the monologue will be introduced.

This class is eligible for three credits through LIU Post with registration (THE121).

Introduction to Scenework

Scene work in this course will focus on breaking down the play, analysis, identity, motivation and action. Out-of-class assignments include required readings from acting texts and plays.

Advanced Scene Study

This course focuses on developing a process for performing non-realistic, "heightened" acting texts. Students will encounter plays that present unique challenges for actors in terms of language, physicality, characterization, style, content and text analysis. Students may review monologue selections for auditions. Prerequisite: You must have successfully completed Introduction to Acting and Introduction to Scene Work to be eligible for this course or have the permission of the instructor.

The Art of Acting Comedy

This course will explore the comic vision expressed in dramatic literature. This class will investigate theories of comedy with special emphasis on what makes people laugh. The study of comic acting styles will include Commedia Dell'arte, Restoration, High Comedy and Absurdism.

Children's Literature in Theatre

This class will explore and interpret various types of children's literature from a variety of sources and cultures including picture books, folk literature, modern tales, poetry and original work. Published children's theater plays will be analyzed for their strengths



and weaknesses, several Equity Children's Theater companies will be researched, and numerous forms of performance will be explored. This course is eligible for three credits through Molloy College with registration.

This class is eligible for ELA credit.

Playwriting

This course will involve several preliminary exercises, the preparation of a scenario, the development of the material through individual conferences, and finally the reading and discussion of the student's work in seminar sessions. The course may end with public readings in class, displaying the work developed in the class. No experience necessary. It is open to students with both a theater background and those without.

This class is eligible for ELA credit.

Creative Drama

Students in this course will be involved in a series of exercises that develop an actor's sense of intuition, actor/ character interplay, sensory work, body state, moment to moment reality, physicality, character development and creative scene building (beginning and advanced) and making truthful acting choices within their work. Exercises range from individual and group work, sound and movement work, storytelling techniques, theater challenges and short and long form improvisation. This course is eligible for three credits through Molloy College with registration.

Mask as a Dramatic Device

The human body is capable of unbelievable expression. Masks facilitate this expression by removing the ego of performers, helping them to both become present in their bodies and to transform into a completely different type of being. From earliest records of performance, masks have been engaged as both a performative object and more importantly as a tool for performance skill development. Through looking at the historical context of masks and the application by theatrical practitioners of the last 100 years, students will see masks as a tool that remains relevant in the twenty-first century performance and entertainment world.

Song Interpretation & Analysis

The goal of this course is to build the singer's "book" of songs



with repertoire that fits their voice and current level of singing technique. Students analyze and explore the text/lyric of each song assigned so that they can give a performance, which reflects their individual creativity and personality.

Building Your Audition Book

This one semester course focuses on selecting and perfecting 16-32 bar cuts of songs for a variety of singing auditions. These types of cuts are most helpful for musical theater style auditions but the class will cover a range of styles from classic musical theater to pop/rock. This class has a cap of 12 students. Priority will be given to seniors.

Cabaret

Cabaret is a yearlong course for students interested in strengthening song performance. Emphasis is placed on lyric interpretation, understanding and identifying the story of a given song, understanding and appreciation of coherence of music and lyrics, introducing students

to a variety of song styles, song stylists, cabaret and intimate setting song performance.

Acting for Musical Theatre

This course will introduce students to the techniques used by actors/singers to play musical theater scenes believably, honestly and dynamically. Basic acting techniques will be taught, as well as work in singing, text analysis, movement and speech. Students will begin with individual songs, then prepare, rehearse and present musical scenes in class. Students will also learn how to thematically create and link together material suitable for solo and/or group cabaret performance.

Character & Mime

Students will gain a general understanding of what mime was in the past and what it is in today's theatre, and begin to learn the physical and dramatic skills that provide a strong foundation for mime work. The class curriculum will include specialized movement skills, physicalization of emotion, and stylization techniques.

Digital Photography & Indesign

Digital Photography is an introduction to the ideas and skills of digital imaging. The objective of the course is to introduce the technical aspects of digital photography, along with aesthetic concerns, and to create a portfolio based in digital photography. The goal of this course is to produce a school yearbook by the end of May with the involvement of all yearbook students and staff members. Using Adobe InDesign & Photoshop, students will be responsible for taking, collecting, organizing and manipulating photographs. Students will assist in the organization and layout of the yearbook, as well as support illustration development.

This course is eligible for three credits through Molloy College with registration (ART1570).

Darkroom Photography

Dark Room photography is for beginners and intermediate students who will be introduced to analogue, traditional, and chemically processed black and white photography. Techniques covered will include black & white film development, contact sheets, exposure, dodging and burning while printing with an enlarger. Requires home access to a 35mm film camera. Due to the size of the darkroom this class is capped at eight students—should the threshold be reached, priority will be given to visual arts students.

Visual After Effects

This class provides a step by step guide to key techniques

for working with Adobe After Effects in a wide range of media types. Students will learn how to create, manipulate, and optimize motion graphics for film and video. Students will have hands-on experience animating text and images, customizing a wide range of effects.

This class is eligible for three credits through LIU Post with registration (CGPH12).

Game History

In this course, students will learn about the theory of game design and its history. Using historical examples, students will study the evolution of game design, different genres of video games, and the evolution of video game-related technology.

Film Production & Editing: Premiere

In this course, students will be guided through the entire editing process, from project creation to export and integration with other applications, gaining exposure to the core skills, work flow, and concepts involved in professional nonlinear editing in Premiere.

Film Editing: Final Cut Pro X

In this course, students will be guided through using Final Cut Pro X to construct a compelling story sequence by applying fundamental filters, effects, transitions and music to aid in the storytelling process. Through a series of step-by-step practical exercises, group discussions and reference materials, students will learn how to build a narrative.

Screenwriting

Through lectures, film clips, screenplay examples, collaborative brainstorming, in-class written explorations of specific concepts, and sharing of work, students will explore the craft and art of screenwriting. Students will learn about structure, characterization, creating dynamic dialogue, subtext, subplots, theme, and exposition, utilizing established screenplay formats. This course will involve studying great films and scripts, participating in critiques, and the writing and revising of original material.

This class is eligible for ELA credit.

Documentary Film Production

Students research and make a short collaborative documentary, developing technical research, aesthetic, visual and verbal communication, narrative development, and technical skills, alongside Magic Box Productions, an award-winning nonprofit that provides exemplary media arts workshops that help students bridge the digital divide.



Figure Drawing & Anatomy

Many artists believe anatomy and understanding of the underlying form and function of the figure is critical to success as a character designer, modeler, or animator. This course has evolved to combine classical anatomy training with modern tools, including life drawing, to give students a strong foundation for mastering artistic anatomy. The course covers proportions, critical bony landmarks, mechanics of the skeleton, and gives a comprehensive look at all the muscles of the body and how they influence surface form and mechanical function. For artists creating a portfolio for school or those who enjoy animation, game, and visual effects, the focused lessons in this course aim

to cover the critical foundation that every figurative artist needs to know. This course is eligible for three credits through Molloy College with registration.

Painting the Human Figure

Using paint, students will render formal studies of the human figure. Various forms of expression will be explored. An assortment of compositional and contextual concerns will be addressed.

Painting Fundamentals

Using oil paint and or acrylic paint, students will render in a direct application, formal studies of still life arrangements focused on form, light and space. The class will start in black and white (value) and quickly progress toward directly applied

color. Color theory and paint application will be explored. Emphasis will be on exploration and experimentation, critiques, art historical approaches and the development of one's own style.

This course is eligible for three credits through Molloy College with registration.

Monotype Printmaking

Monotype is a form of printmaking in which artists create unique prints through various transfer methods from a plate or matrix onto paper or other substrates. This course will teach students various painterly techniques and students will be encouraged to experiment, play, explore and layer various techniques to create a portfolio of one-of-a-kind prints. It will consist of hands-on demonstrations,



slide shows of artists' works, in class work time, discussions and critiques.

This course is eligible for three credits through Molloy College with registration (ART113).

AP Art: Studio I & II

AP Studio Art is a rigorous college-level course, which requires the production of an extensive portfolio submitted for evaluation including 24 artworks. Studio 2D focuses on the College Board's 2D rubric that encompasses an understanding of the elements and principles of design. Photography and computer imagery are permitted along with traditional paper-based media. This is a yearlong course and must be taken for both semesters.

AP Art: Drawing I & II

AP Drawing is a rigorous college level course, which requires the production of an extensive portfolio submitted for evaluation including 24 artworks. The Drawing portfolio focuses on the College Board's rubric, incorporating drawing specific concerns that reward high scores based on a good range of value, realism, line quality and mark making. Painting and printmaking are also permitted so long as they exhibit the same understanding as observational drawing. This is a yearlong course and must be taken for both semesters.

Sound Design for Theatre

This course is designed to stimulate understanding of the technical aspects of sound and sound design. Students will be introduced to the properties

of sound, sound-reproducing equipment, and a series of exercises designed to reveal the process of sound design for the theater. Each assignment will be unique; some will involve recreating actual realistic environments.

Sound Engineering for Theatre and Live Events

Students will learn to use various microphones and sound equipment in a controlled environment, and mobile environment. This course will also cover the use of analog and digital mixing consoles.

Dramaturgy

This course is designed to introduce students to the art of dramatic structure, and the pleasures and challenges of production dramaturgy. Through serious historical and cultural research into how plays from various periods and genres were originally produced, students will consider the dramaturg's role in shaping how they might be realized today.

2D/3D Animation

Students will incorporate media to create stop motion animation, paper cut out animation, and basic 3-D computer-based animation. In addition to learning basic techniques of animation, students will have the opportunity to make a stop motion puppet of their own design.

Puppetry

Puppet Arts has evolved over centuries, and today inserts itself – often invisibly – into all kinds of venues beyond traditional puppet theater, from major



motion pictures, Broadway, and opera, to television, schools, sports arenas, and many other settings. The demand for skilled puppeteers who can work across all these disciplines is rising as puppetry becomes increasingly mainstream. In this class students will build a foundation in puppet performance, design, and fabrication, along with a solid understanding of puppetry as a global cultural art form.

Costume Design for Stage and Screen

This is an introductory class to designing costumes for stage and film. Students will work on weekly projects to develop their eyes and skills in color, proportion, history, character, and text analysis.

**Crafting Health:
Craft and Creative Media**

This course will focus on the application of traditional crafts practices for wellbeing. Techniques covered include paper crafting, collage and origami, textile based practices, and manual arts such as wood carving and metal work. The class will examine how the repetitive or structured processes of craft activities make them ideal for community based projects and blend creative expression with functional outcomes. The class will include a range of hands-on activities designed to introduce key principles of craft practices in community projects.

**Inspired by Nature:
Outdoor Environments**

This class will explore how natural and urban spaces can be used to create and/or experience health and wellness opportunities. A wide variety of topics will be covered including environmental design for mental and physical health, creative interventions such as ‘popups’ in civic spaces, the value of parks and playgrounds for adult and child health. Practical activities will be designed to facilitate a connection and/or reconnection to the natural and built environments that surround us in personal and community contexts.

**Healing Spaces:
Indoor Environments**

This course will explore the concepts of “place-making” and sensory connection to enhance health and wellbeing. Classes will cover the relationship between light and space in architecture, the creation of sensory and immersive environments and the benefits of viewing and being surrounded by art in clinical and other institutional settings.

**Creative Expressions:
Story Writing, Poetry
and Journaling**

This course will provide an introduction to the key forms of writing and reading such as expressive writing, poetry, journaling and bibliotherapy. It also explores a range of community arts/writing projects that harness the power of writing for the purposes of political and social expression, and explores how collaborative writing can create awareness of social health and opportunities for connecting to others.



Courses for College Credit

Ceramics

The basic techniques of clay building will be explored including: coil, slab and the use of the wheel. The use of glazed and unglazed techniques will be shown along with historical examples of ceramics from ancient through contemporary cultures.

This class is eligible for three credits through Molloy with registration (ART1200).

Arts Entrepreneurship

Introduction to Arts Entrepreneurship is a survey of business strategies, including money management, investing, insurance, taxes and all the other details behind a successful career in the arts. This course also emphasizes the importance of entrepreneurial thinking, engages students with the fundamentals of the arts “business,” and explores ways to influence and shape the industry’s future. The course will explore the inner workings of the arts industry, using creative problem solving exercises, discussion questions, collaborative projects, case studies, and hands-on activities. Students will have first-hand experience with guest experts in the fields of promotion, management, and artist representatives, and thus begin creating their own networks and a path to their future activities in the arts.

This class is eligible for 3 College Credits at Molloy in Economics

Creative Drama

Students in this course will be involved in a series of exercises that develop an actor’s sense of intuition, actor/character interplay, sensory work, body state, moment to moment reality, physicality, character development and creative scene building (beginning and advanced) and making truthful acting choices within their work. Exercises range from individual and group work, sound and movement work, storytelling techniques, theater challenges and short and long form improvisation.

This course is eligible for three credits through Molloy College with registration (COM 1220).

Monotype Printmaking

Monotype is a form of printmaking in which artists create unique prints through various transfer methods from a plate or matrix onto paper or other substrates. This course will teach students various painterly techniques and students will be encouraged to experiment, play, explore and layer various techniques to create a portfolio of one-of-a-kind prints. It will consist of hands-on demonstrations, slide shows of artists’ works, in class work time, discussions and critiques.

This course is eligible for three credits through Molloy College with registration (ART113).



Digital Photography & Indesign

Digital Photography is an introduction to the ideas and skills of digital imaging. The objective of the course is to introduce the technical aspects of digital photography, along with aesthetic concerns, and to create a portfolio based in digital photography. The goal of this course is to produce a school yearbook by the end of May with the involvement of all yearbook students and staff members. Using Adobe InDesign & Photoshop, students will be responsible for taking, collecting, organizing and manipulating photographs. Students will assist in the organization and layout of the yearbook, as well as support illustration development.

This course is eligible for three credits through Molloy College with registration (ART1570).



Children's Literature in Theatre

This class will explore and interpret various types of children's literature from a variety of sources and cultures including picture books, folk literature, modern tales, poetry and original work. Published children's theater plays will be analyzed for their strengths and weaknesses, several Equity Children's Theater companies will be researched, and numerous forms of performance will be explored.

This course is eligible for three credits through Molloy College with registration (COM 1200).

Figure Drawing & Anatomy

Many artists believe anatomy and understanding of the underlying form and function of the figure is critical to success as a character designer, modeler, or animator. This course has evolved to combine classical anatomy training with modern tools, including life drawing, to give students a strong foundation for mastering artistic anatomy. The course covers proportions, critical

bony landmarks, mechanics of the skeleton, and gives a comprehensive look at all the muscles of the body and how they influence surface form and mechanical function. For artists creating a portfolio for school or those who enjoy animation, game, and visual effects, the focused lessons in this course aim to cover the critical foundation that every figurative artist needs to know.

This course is eligible for three credits through Molloy College with registration (ART1110).

Painting Fundamentals

Using oil paint and or acrylic paint, students will render in a direct application, formal studies of still life arrangements focused on form, light and space. The class will start in black and white (value) and quickly progress toward directly applied color. Color theory and paint application will be explored. Emphasis will be on exploration and experimentation, critiques, art historical approaches and the development of one's own style.

This course is eligible for three credits through Molloy College with registration (ART1300).

Elementary Musicianship

This course is a study of the elements of music notation, rhythms, study of intervals, and basic ear training and sight singing.

This class is eligible for three credits through LIU Post with registration (MUS 2).

Seminar in Music Theory

A seminar devoted to working on advanced individual projects in the area of Music Theory to be decided by the student and teacher. The nature of the project involved varies and depends upon the interest and area of concentration of the student.

This class is eligible for three credits through LIU Post with registration (MUS99A).

Introduction to Acting Technique

This is a basic introduction to acting technique for the stage. It is designed to develop the ability to play dramatic action honestly and believably, using realistic/naturalistic material, as well as self-scripted autobiographical writing. Course work will include exercises and improvisations exploring awareness, relaxation, observation, the senses, voice, and physical and emotional life. Work in preparation of the monologue will be introduced.

This class is eligible for three credits through LIU Post with registration (THE121).

Lighting Design & Electrics

In this introductory lighting class, students will learn the basic function of theatrical lighting, how to hang lights and plug them into existing theatrical electrical systems and focus them on stage. Students will also gain insight into the programming of cues and designing the different looks necessary for a production.

This class is eligible for three credits through LIU Post with registration (THE115).

Intro to Basic Drawing

Provides a basic foundation of both design and realistic drawing. Basic techniques are presented to encourage personal creativity and a successful beginning artistic experience using a variety of materials and processes.

This class is eligible for three credits through LIU Post with registration (ART5).

Ballet, Floor Barre, and Modern Dance I & II

The ballet portion of this class focuses on technique and alignment through a classical ballet class. Floor-Barre is a training technique that was developed by the dancer and dance-teacher Zena Rommett as an additional means to strengthen the body and enhance the working of ballet dancers. The technique allows students to enhance their precision and posture, making fixes that remain in their muscular memory and become evident as they go back to train in standing position. The modern dance portion of this course prepares students in the beginning and intermediate level skills of Horton dance technique, including alignment, vocabulary, performance, and history, with emphasis on strengthening the body for dance. The class format will include warm-up exercises, fortifications, studies, and traveling combinations. This course also includes the study of Lester Horton's influence on American modern dance, particularly in relation to integration in concert dance and the formation of Alvin Ailey

American Dance Theater.

This class is eligible for three credits through LIU Post with registration (DNC121).

Visual After Effects

This class provides a step by step guide to key techniques for working with Adobe After Effects in a wide range of media types. Students will learn how to create, manipulate, and optimize motion graphics for film and video. Students will have hands-on experience animating text and images, customizing a wide range of effects.

This class is eligible for three credits through LIU Post with registration (CGPH12).

Intro to Basic Drawing

Provides a basic foundation of both design and realistic drawing. Basic techniques are presented to encourage personal creativity and a successful beginning artistic experience using a variety of materials and processes.

This class is eligible for three credits through LIU Post with registration (ART5).

Kinesiology for Dancers

The Anatomy and Kinesiology Course provides a theoretical and practical understanding of the dancer's anatomy and kinesiology in order to become effective and efficient movers. Students will reflect on their current practices and apply learned information in order to reevaluate the ways they approach their overall training, specifically, technique classes and warm up preparation for class and rehearsal. Students will

gain a deep understanding of the skeletal and muscular systems including form and function, anatomical terms and kinesiology of key areas of the dancer's body. This course provides dancers with the opportunities to analyze their dance technique and alignment, investigate training methods and somatic practices, understand body mechanics in order to prevent injuries, explore and apply conditioning and relaxation techniques for improved performance.

This class is eligible for three credits through LIU Post with registration (DNC150).





Dance History & Criticism

Students will be able to develop an informed and critical lens for viewing dance and become fluent in discussing and writing about primitive/ritual, folk, ballet, modern, jazz, tap and contemporary styles of dance from different eras throughout history in order to develop a personal aesthetic for choreographing and performing dance. Additionally, students will apply their knowledge of dance history and criticism as a way to participate in discussions and write about dance; analyze different styles and eras of dance; draw connections between professional choreography and student work; develop a critical lens for viewing, and discussing and writing about dance.

This class is eligible for three credits through LIU Post with registration (DNC108).

Academic Courses

Physical Education & Health: Nutrition & Fitness for the Artist

Students in this class will learn about optimal nutrition for the dancer, actor, singer, musician and artist. Participants will study strategies to maintain the healthy weight, bright mind and strong immunity system that every artist needs. Students will engage with strength and stretching exercises that enhance spatial awareness, coordination, stamina and stage presence. Students who take this class will be awarded

Physical Education credit. For the Health component of this class students will explore practices and philosophies on how to live a physically and emotionally healthy life.

This class is eligible for Physical Education & Health credit.

Popular Line Dancing

This class will be a fun way to dance socially without a dance partner. A line dance is a choreographed dance with a repeated sequence of steps in which a group of people dance

in one or more lines or rows, all facing either each other or in the same direction, and executing the steps at the same time. Who says exercise can't be fun? Line dancing is a fascinating combination of physical exercise, choreography, socialization, and entertaining music. Every dance is different and every dance group has their own steps. From classic folk moves to the latest hip-hop grooves, line dancing will have you hooked on dance for years to come.

This class is eligible for Physical Education & Health credit.





Physical Conditioning for the Artist

This class will build upon the physical strength-flexibility and stamina every artist needs to maintain a fluid-dynamic presence. For the Health component of this class students will explore practices and philosophies on how to live a physically and emotionally healthy life.

This class is eligible for Physical Education & Health credit.

Mindfulness for the Artist

In this course students will practice mindfulness meditation to develop awareness of the breath, the body, thoughts and emotions. Students will become aware of what our experience is right in the very moment they're experiencing

it. When students combine this steady, kindly, embodied awareness with naturally mindful creating they are practicing creative mindfulness. For the Health component of this class students will explore practices and philosophies on how to live a physically and emotionally healthy life.

This class is eligible for Physical Education & Health credit.

Economics: Arts Entrepreneurship

Introduction to Arts Entrepreneurship is a survey of business strategies, including money management, investing, insurance, taxes and all the other details behind a successful career in the arts. This course also emphasizes the importance of entrepreneurial

thinking, engages students with the fundamentals of the arts "business," and explores ways to influence and shape the industry's future. The course will explore the inner workings of the arts industry, using creative problem solving exercises, discussion questions, collaborative projects, case studies, and hands-on activities. Students will have first-hand experience with guest experts in the fields of promotion, management, and artist representatives, and thus begin creating their own networks and a path to their future activities in the arts.

This class is eligible for Economics Credit, when taken in conjunction with Creative Promotion in the Arts.

Creative Promotion in the Arts

This class offers a comprehensive study of media options available for the promotion of artists, products, and services. It includes a brief discussion of marketing plans, followed by a detailed look at both old and new media. Concepts such as integrated marketing communication are melded with creative tools for branding. Students will analyse an existing promotion plan, as well as create one of their own for a new product. Particular attention is given to the use of the internet for communication and the location and retrieval of business-related data.

This class is eligible for Economics Credit, when taken in conjunction with Arts Entrepreneurship.

English Language Arts: Playwriting

This course will involve several preliminary exercises, the preparation of a scenario, the development of the material through individual conferences, and finally the reading and discussion of the student's work in seminar sessions. The course may end with public readings in class, displaying the work developed in the class. No experience necessary. It is open to students with both a theater background and those without.

This class is eligible for ELA credit.

Screenwriting

Through lectures, film clips, screenplay examples, collaborative brainstorming, in-class written explorations of specific concepts, and sharing of work, students will explore the craft and art of screenwriting. Students will learn about structure, characterization, creating dynamic dialogue, subtext, subplots, theme, and exposition, utilizing established screenplay formats. This course will involve studying great films and scripts, participating in critiques, and the writing and revising of original material.

This class is eligible for ELA credit.

Children's Literature in Theatre

This class will explore and interpret various types of children's literature from a variety of sources and cultures including picture books, folk literature, modern tales, poetry and original work. Published children's theater plays will be analyzed for their

strengths and weaknesses, several Equity Children's Theater companies will be researched, and numerous forms of performance will be explored.

This class is eligible for ELA credit and for three credits through Molloy College with registration.

American Voices in Theatre

This class explores the social and cultural history of 20th-Century America through the lens of theater. Some of the plays and musicals explored in this course will include: Ma Rainey's Black Bottom (August Wilson), Of Mice and Men (John Steinbeck), All My Sons (Arthur Miller), Death of a Salesman (Arthur Miller), Hair (Gerome Ragni and James Rado), Children of a Lesser God (Mark Medoff), Hairspray (Mark O'Donnell and Thomas Meehan), and Angels in America (Tony Kushner).

This class is eligible for ELA credit.

Science: Kinesiology for Dancers

The Anatomy and Kinesiology Course provides a theoretical and practical understanding of the dancer's anatomy and kinesiology in order to become effective and efficient movers. Students will reflect on their current practices and apply learned information in order to reevaluate the ways they approach their overall training, specifically, technique classes and warm up preparation for class and rehearsal. Students will gain a deep understanding of the skeletal and muscular systems including form and function,

anatomical terms and kinesiology of key areas of the dancer's body. This course provides dancers with the opportunities to analyze their dance technique and alignment, investigate training methods and somatic practices, understand body mechanics in order to prevent injuries, explore and apply conditioning and relaxation techniques for improved performance.

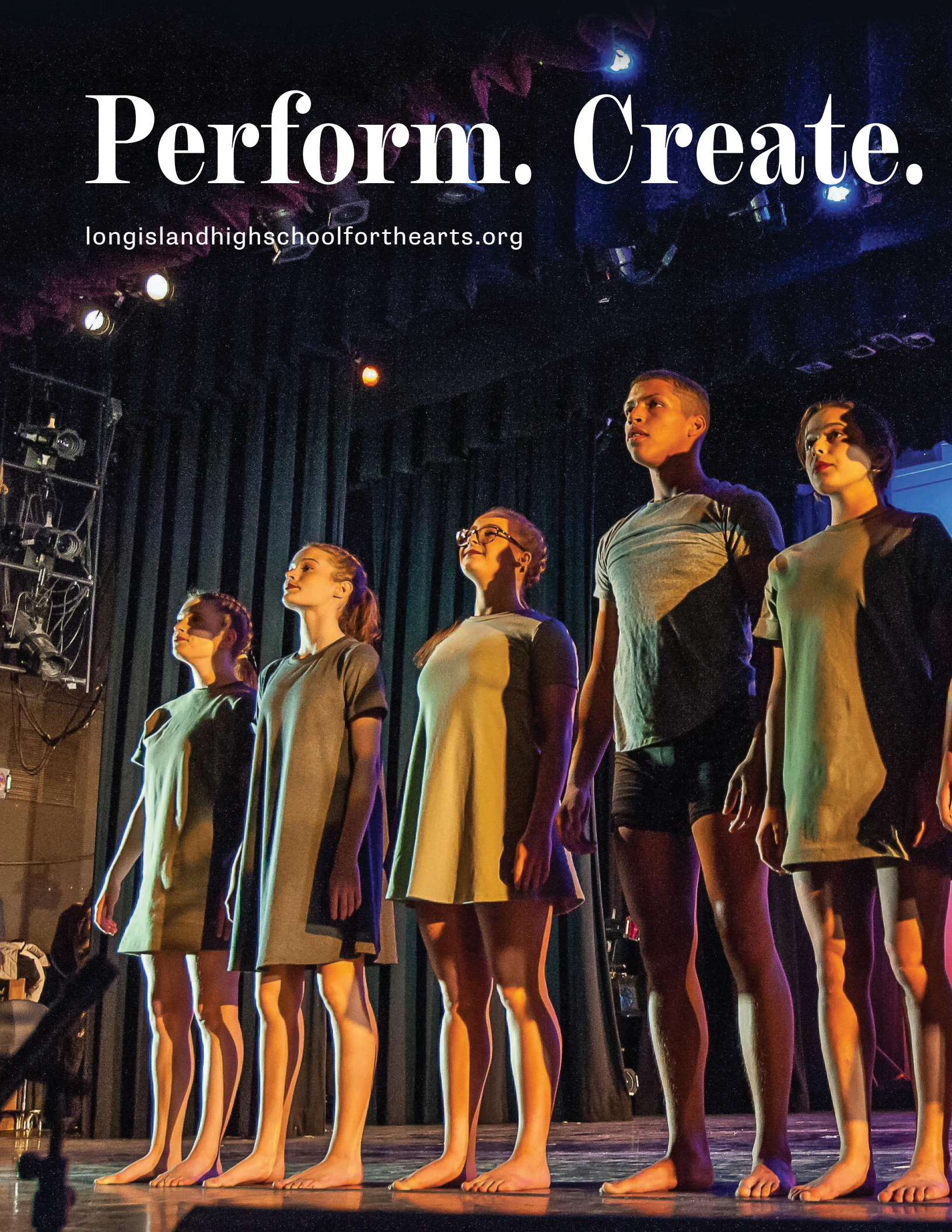
This class is eligible for three credits through LIU Post with registration (DNC150).

Post Secondary Certifications: Dance for Parkinson's Disease Certification

Students in the Expressive Arts & Human Development Program will participate in a residency with Dance for Parkinson's Disease, as part of their Work Based Learning Requirement. Students who participate in this residency will fulfill half of the requirements needed to receive Certification as a Dance for PD®'s Teacher. The Certification process represents the highest level of Dance for PD®'s Training Program, and is reserved for those teachers who have proven eligibility. Dance for PD® recognizes advanced skills, experience and training through a special certification program for qualified Dance Teachers who have trained with us, have professional experience, and who most closely follow the class structure and artistic content of the Mark Morris Dance Group/ Brooklyn Parkinson Group Dance for PD® model.

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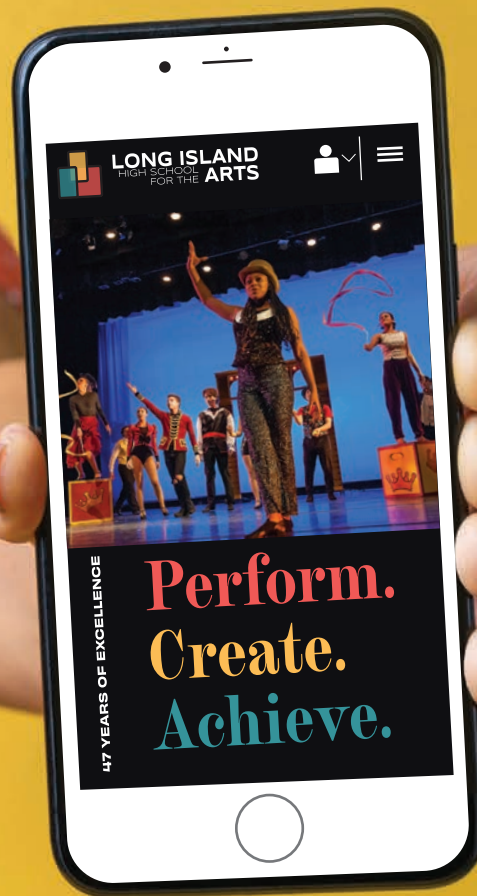
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Information and grievance procedures are available by contacting the following Civil Rights Compliance Officers at 71 Clinton Rd., Garden City, NY 11530: Dr. Valerie D'Aguanno, Executive Director of the Department of Human Resources at 516 396-2358, vdaguanno@nasboces.org and/or Selma Stoddard, Esq., Attorney (Employee Relations), Department of Human Resources at 516-396-2360, sstoddard@nasboces.org. Inquiries concerning the application of regulations prohibiting discrimination may be referred to the above-mentioned Civil Rights Compliance Officers or to the Office for Civil Rights at NY Office for Civil Rights, U.S. Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005- 2500 or call 646-428-3900, or fax 646-428-3843, or TDD 800-877-8339 or email OCR.NewYork@ed.gov or file form at <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

239 Cold Spring Road, Syosset, New York 11791

Long Island High School for the Arts is a Nassau BOCES program.

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