

# Perform. Create. Achieve.

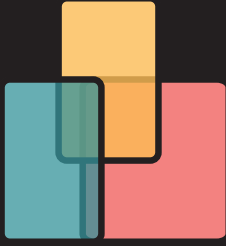


Course  
Catalog  
2022-2024

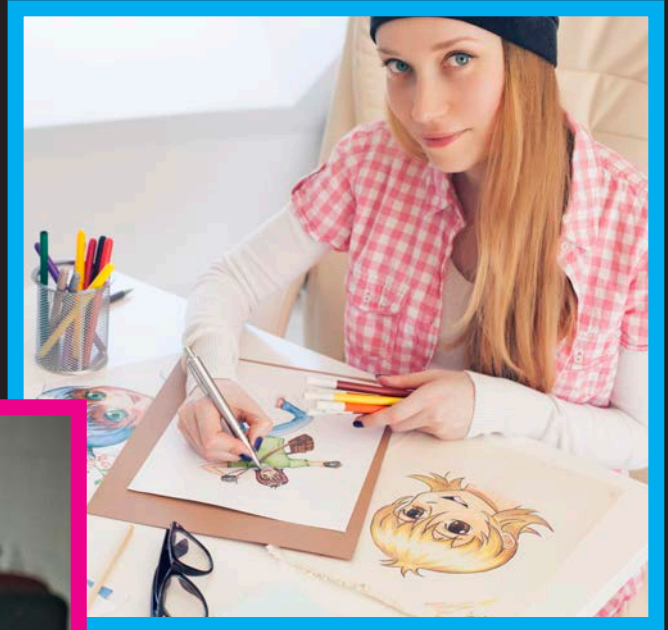


**LONG ISLAND**  
HIGH SCHOOL  
FOR THE **ARTS**

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



**LONG ISLAND**  
HIGH SCHOOL  
FOR THE **ARTS**



*colorful*



**BOLD**



**INCLUSIVE**

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LIHSA is easily  
one of the most  
*colorful,*  
**BOLD**  
and  
**INCLUSIVE**  
communities that  
exists on Long Island.



Perform. Create. Achieve.



# Our Mission

*LIHSA provides an unparalleled pre-professional arts education in a creative, hands-on, and nurturing environment to a diverse student body passionate about the arts, preparing them to reach their highest potential in the industry.*





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# Welcome!

## **A Message from our Faculty:**

**Legacy of LIHSA:** 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.

**The LIHSA Difference:** Students 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.

**The population we seek:** 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.





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# “Process to Project: Artistic Residencies”

A unique aspect of the LIHSA experience is the way we deliver work-based learning (WBL), a required component of Career & Technical Education. WBL at LIHSA is most often aligned with long-term residencies with world-renowned artists and arts organizations, which culminates in on-site performances and/or products. LIHSA's artist residencies provide opportunities for students to work with outside industry professionals in a selected art form. They vary in length from 12 weeks to the full school year and culminate in a student performance, project, or product. In addition, LIHSA works with cultural partners to design experiences that meet the needs of various organizations and those of our students. Here is an example of a process to product experience in which a LIHSA student might participate:

**The Process:** Through a carefully crafted curriculum, the end goal of this course was for students to perform an original puppet show at Long Island Children's Museum (LICM) Theater for an audience of students K-3. In order to arrive at this milestone, students participated in a 12-week residency with Brad Brewer, a master Jim Henson trained puppeteer, known for his work on *The Muppets* and *Mr. Rogers' Neighborhood* and founder of New York City puppet troupe “The Brewery Troupe”. In this residency, under the guidance of their LIHSA teacher and Brad Brewer, students wrote an original script, designed and built puppets and scenery from scratch, and learned the mechanics of puppeteering, design and fabrication methods. They also developed characters, and everything else needed to bring their puppets and script to life on the stage! At a midway point in the process, James Packard, Theatre Manager at Long Island Children's Museum, and LIHSA's Industry Advisory member gave students feedback on their script and performance choices. Additionally, students from LIHSA's Sound Stories class joined forces with the Puppetry class to add live music and foley sound effects to their show; this made for a masterful collaboration between two LIHSA classes. Later in the process, once students were in technical and dress rehearsal mode, James Packard opened the doors of the Theatre at LICM, so that students could have a full day technical rehearsal in the space prior to their live performance. LIHSA partner Brian Sciarra, Resident Lighting Designer for American Ballet Theatre and Production Manager at Brooklyn Academy of Music, designed lights to best support the students' original work. This process helped LIHSA students, who are passionate about pursuing a career in the arts, get real-world experience and introduced them to mentors within their field.

## Selection of our Artistic Partners:

American Ballet Theatre  
Dreamworks Recording Studio  
NYU-Verbatim Theatre Lab  
Kerboom Kidz

Isadora Dance Company  
Okra Dance Company  
Trevi Music Productions  
Get Open Studios of NY

Endless Echo  
Exploring the Arts  
Intention Film & Media LLC  
Notes in Motion



**The Product/Performance:** At the end of the semester, students in this course performed their original puppet show at the Long Island Children's Museum Theatre for a live audience. The work they had created from the beginning of the semester, along with the support from their LIHSA teachers, Brad Brewer, James Packard, and Brian Sciarra, led to a wildly successful performance in the community.

**Post Product/Performance:** Lauren Scala from NBC News spent many hours on the LIHSA campus interviewing LIHSA's students, faculty, and staff as well as Artist-in-Residence – Brad Brewer. Students involved in this project showcased snippets of their process and experiences in multiple live, on-air segments and a feature with News 12.

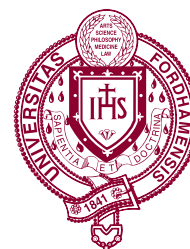
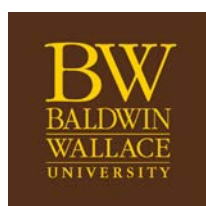
Vashti Dance Theatre  
Ryu Shu Kan  
Jainsounds LLC  
J & J Dance, Inc

Contemporary Musical Theatre  
Broken Box Mime Theater  
Magic Box Productions  
Long Island Arts Alliance

Long Island Children's Museum  
Tectonic Theatre Project  
Roundabout Theatre Company  
National Circus Project

# College Matriculation

LIHSA alumni are attending and have graduated from some of the top arts universities.







UNIVERSITY OF NORTH CAROLINA  
SCHOOL of the ARTS



# Where We're From

With students from more than 39 districts spanning across Nassau and Suffolk Counties, LIHSA is one of the most diverse and influential high school programs on Long Island.





# 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.**

## **PARTICIPATING DISTRICTS:**

- |                                 |                                 |   |
|---------------------------------|---------------------------------|---|
| <b>1</b> Amityville UFSD        | <b>14</b> Harborfields CSD      | <b>27</b> Northport-East Northport UFSD |
| <b>2</b> Bellmore-Merrick CHSD  | <b>15</b> Hewlett-Woodmere UFSD | <b>28</b> Oyster Bay UFSD               |
| <b>3</b> Bethpage UFSD          | <b>16</b> Hicksville UFSD       | <b>29</b> Plainview-Old Bethpage CSD    |
| <b>4</b> Carle Place UFSD       | <b>17</b> Jericho UFSD          | <b>30</b> Rockville Centre UFSD         |
| <b>5</b> Cold Spring Harbor CSD | <b>18</b> Levittown UFSD        | <b>31</b> Roosevelt UFSD                |
| <b>6</b> Copiague UFSD          | <b>19</b> Lindenhurst HS        | <b>32</b> Roslyn UFSD                   |
| <b>7</b> Deer Park UFSD         | <b>20</b> Locust Valley CSD     | <b>33</b> Seaford UFSD                  |
| <b>8</b> East Rockaway UFSD     | <b>21</b> Long Beach City SD    | <b>34</b> Smithtown CSD                 |
| <b>9</b> Elwood UFSD            | <b>22</b> Lynbrook UFSD         | <b>35</b> Syosset CSD                   |
| <b>10</b> Freeport UFSD         | <b>23</b> Massapequa UFSD       | <b>36</b> Uniondale UFSD                |
| <b>11</b> Garden City UFSD      | <b>24</b> Mineola UFSD          | <b>37</b> Wantagh UFSD                  |
| <b>12</b> Glen Cove CSD         | <b>25</b> Mount Sinai UFSD      | <b>38</b> Westbury UFSD                 |
| <b>13</b> Half Hollow Hills CSD | <b>26</b> North Shore CSD       | <b>39</b> West Hempstead UFSD           |

**With an ever-growing list of cooperating communities, families should contact their home school guidance counselor to determine if their district participates.**

# Alumni Success

**LIHSA graduates are successful. You will find our alumni working all over the globe, pushing boundaries, discovering new frontiers, winning 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-foot campus houses:

- 4 dance studios
- 350 person theatre with lighting & sound equipment
- 2 black box theatres
- Audio-recording & digital music production studios
- Art studios
- Film editing room
- Dark room
- Carpentry shop for scenic design



#### Find Your People!

The LIHSA experience is an immersive artistic endeavor. Being on a campus with peers who have similar aspirations allows students the opportunity to focus on their art. Studying their chosen majors with established, practicing artists in their chosen fields provides the time young artists need to truly explore, practice, and hone their crafts. Students are able to form their own artistic voices and identities through the valuable insights and diverse perspectives of their master teachers and world-renowned guest artists and organizations. This inspires students and helps them form their own artistic voices and identities. 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,” he said. “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







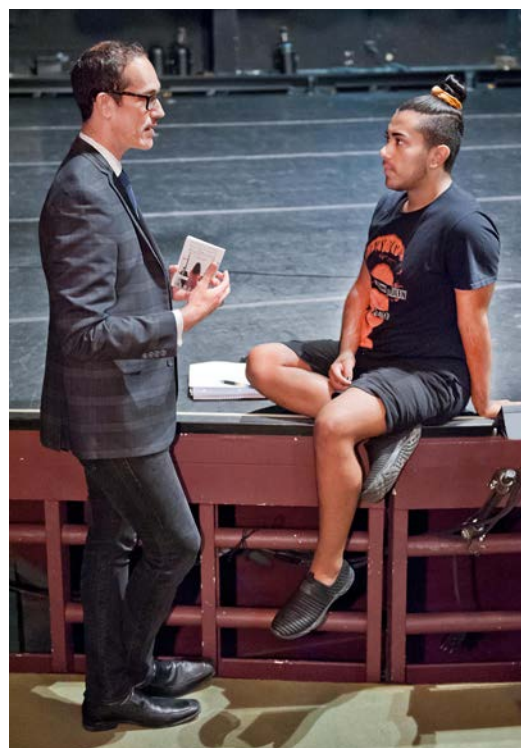
According to the US Bureau of Economic Analysis and the National Endowment for the Arts, New York State's arts and cultural industries generates \$114 billion for the state's economy and employs 462,584 people. These figures reflect New York's value on creativity as a pillar of both identity and economy and the state's role as home to award-winning films, world class theatre, museums, music and dance innovators, and thousands of artists. Since its inception in 1973, 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 fully-equipped 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 LIHSA. 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. 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 their skills, interests, and post-secondary goals. Our students have access to a counselor experienced in assisting students applying to arts focused college programs, and 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 at LIHSA will complete Work Based Learning (WBL) hours through their participation in classes. WBL at LIHSA is most often aligned with world renowned arts organizations who provide artistic residencies and 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. In addition, LIHSA works with cultural partners to





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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 that would allow students to earn college credit while enrolled at LIHSA.

### **Multi-Disciplinary Coursework & Curricular Philosophy**

LIHSA's curriculum is borne from the recognition that the interplay between different disciplines of creative work often forges new pathways and possibilities. Today's artists work by crossing disciplinary lines; therefore, it is important to expose students to a variety of experiences in the arts to help them develop skills to collaborate with a range of professionals. LIHSA's programs allow students to study within interdisciplinary and career-adjacent corners. These practices prepare

them to work in their field of choice by permitting them to understand all elements of the career. Our multidisciplinary programs seek not only to develop skills, but to encourage experimentation and future collaborations that will aid in their careers as artists.

### **Sequence of Study**

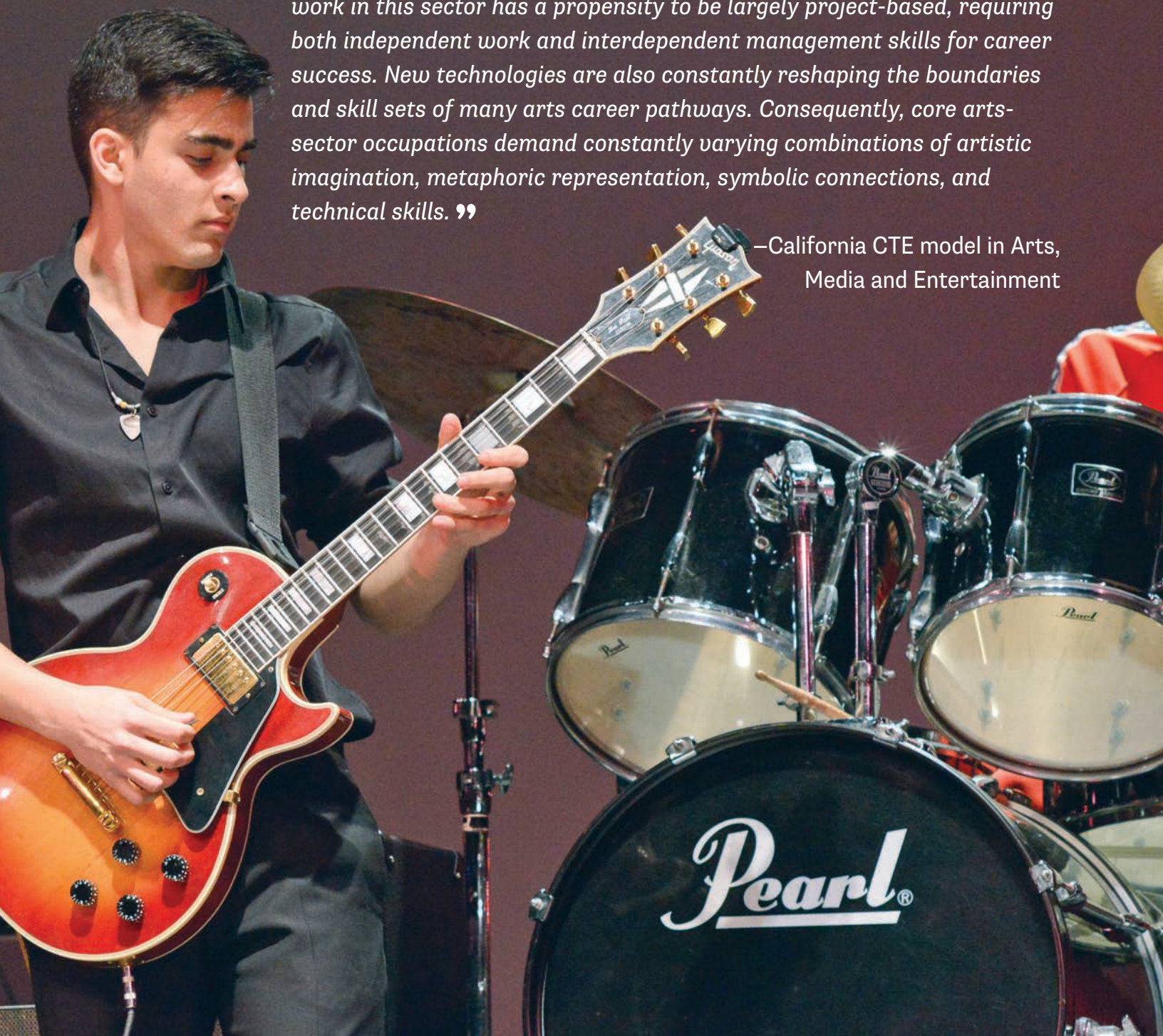
LIHSA has seven New York State-Approved Career and Technical Education (CTE) programs within it; Performing Arts, Visual and Media Arts, Production and Managerial Arts, Sonic Arts, Game Design, Multimedia Journalism, and Expressive Arts & Human Development. Based on a two-year sequence of study, students take approximately half of their credits in required core courses, plus additional elective credits within or outside of their artistic concentration.





“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.



## **NEW PROGRAM**

# Multimedia Journalism







**A**re you a high school student with aspirations to pursue a career in Multimedia Journalism? The LIHSA Multimedia Journalism program draws upon the highest standards of the profession, and prepares students for diversified careers in this arena. LIHSA's Multimedia Journalism CTE program will embrace the traditional tenets of journalism: objectivity, accuracy, credible sourcing, and strong writing. Students will work alongside industry veterans and will learn to tell their stories through a combination of text, images, sound, video, and graphics.

**Video storytelling:**

Identify video-worthy stories, to effectively interview subjects and to film compelling sequences and scenes.

**Audio storytelling:**

Focus on breaking news techniques to report, interview, script and edit compelling audio stories suited for radio broadcast or podcasting.

**Photojournalism:**

Examine mechanics, artistry of photography, aesthetics, ethics and history of photojournalism.

**Multimedia Journalism Career Opportunities:**

- Blog Content Creator
- Copy Editor
- Event Organizer/Promoter
- Multimedia Journalist
- Newspaper/News Site Reporter
- Online Magazine Writer
- Social Media Content Creator
- Social Media Manager
- TV News Reporter
- Radio Host
- Sports Announcer
- TV Producer
- Voice Actor
- Podcast Producer

**Multimedia Journalism Core Courses**

Course Title	Credits	Course Title	Credits
The Television Studio	.5	Video Production & Directing	.25
Lighting Design and Electrics	.5	Investigative Reporting	.25
Storydriven Podcast & Radio	.5	Content Creation for Social Media	.25
Digital Photography and Multimedia Storytelling	.5	Media Startups & Innovation (CFM)	.25
Design Media for Television & Film	.25	The Working Professional (CFM)	.25



## Alex Dollin

*Multimedia  
Journalism &  
Performing Arts-  
Theatre*

*Former writer, reporter and producer at News12 Long Island. Expert in Theatrical Lighting Design with over 100 productions.*

exposed to news writing, audio recording and video editing, best practices in lighting and sound, on-air interviewing, and production for digital and television media. Students will gain a working knowledge of: pre-production preparation including creating a shot list, writing a treatment/proposal, and a storyboard; basic concepts of video shooting and operations of professional camera; approaches, techniques, and styles of video editing and the operation of video editing software. Over the course of the semester students will work toward producing a pre-recorded newscast. Each week students will rotate to a different newsroom role, i.e., director, producer, switcher, audio, anchor, reporter, camera, and so on. Special focus will be given to writing, story selection and development, building a lineup, pacing, flow, and anchoring techniques. Deadline pressures are emphasized because live broadcasts must hit their scheduled marks on time.

## The Television Studio

Stories come in many different forms, styles, and lengths, and can be viewed on the Internet and mobile devices. Students will be given practical experience as on-air reporters and in the process be

## Design Media For Television & Film

This course will help students develop technical video editing and producing skills. Students will receive training in many of the Adobe Creative Suite's applications, including Photoshop, Premiere and After Effects. Students will develop a sense of when to use each, and how to use them in tandem. Students will learn and apply the related skills in media content production and distribution on various multimedia platforms. Over the course of the semester, students will produce several different video projects – a social news video, an explainer video, and a character-driven mini-documentary.

## Video Production And Directing

This course will teach students how to shape original ideas that will grab editors' attention; how to report in the face of difficult circumstances; how to hack their way to an effective structure during the outlining process; and how to cope with the inevitable frustrations of writing on tight deadlines. Students apply fundamentals of all multi-camera production crew positions, organize and direct crew personnel, and adapt multi-camera production skills for video productions.



## Robyn Morgan

*Multimedia  
Journalism*

*Holds a master's degree in Instructional Education and decades of experience in photography, radio, film, and TV including ABC-TV in New York City.*







## Jason Steinberg

*Multimedia Journalism*

*32 years of experience*

*in radio, event development and multimedia marketing. Recipient of the NAB Crystal Radio Award for outstanding year-round commitment to community service.*

criteria necessary to recognize, evaluate and capture photos with social or news value in a variety of common journalistic situations. In addition, it trains students to use digital production tools that are becoming a major part of required knowledge for photojournalists. It also teaches students the ethics of photojournalism.

### Investigative Reporting

The class explores how to take advantage of the two main sources of information—documents and people—and discusses when and how to use online resources to both enhance a story or provide the foundation for a major project. Students learn how to locate and mine publicly available information, sift through government, corporate and non-profit enterprise documents, submit Freedom of Information Act (FOIA) requests, use data reporting tools and much more. The course culminates in a researched investigative story.

### Lighting Design & Electrics

This class demonstrates lighting techniques for 16mm film and digital video productions. Using a variety of lab projects and location settings, students will use lights, filters, in camera special effects and mood setting techniques to enhance shot composition and camera movement. Topics also include operating film cameras, light meters and selecting film stock. In addition, students will learn how to hang lights, plug them into electrical systems, and gain insight into designing the different looks necessary for a production.

### Digital Photography

This course aims to teach students the importance of still visual images in communicating ideas and hands-on skills in producing news-oriented photography, as well as the

### Storydriven Podcast & Radio

This class will cover the basic concepts of audio storytelling, including pitching, story structure, reporting and producing, finding tape, and editing. Students will produce individually reported audio stories and work together on a final group production suitable for the serialized form. By the end of the course, students will have the skills necessary to identify, pitch, and report professional audio stories, as well as understand how to develop and pilot new podcasts. Students will train on state-of-the-industry recording equipment and editing software.

### Content Creation For Social Media

Social media has helped give people a voice and allowed them to connect with their friends and other like-minded people, and it has also opened up numerous new communication channels available for brands to connect with current and potential audiences. The emphasis of this course will be on understanding audiences' social interactions, examining the various social media channels available, how to build social media strategies, and practicing how to track their effectiveness.

### Media Startups & Innovation

Students will examine the business of journalism and walk through the steps of creating a business plan. For one of their projects, students will also boil ideas down into a compelling 11-slide pitch deck and prepare to answer tough questions from a panel of entrepreneurs and investors at the end of the semester. While students may not actually launch their business, knowing how modern media companies survive and thrive in a turbulent landscape will make them a richer candidate for future opportunities.

### The Working Professional

Students will craft a professional online presence, consisting of a website containing a portfolio of work, as well as an engaging social persona. Students will refine cover letters and resumes. Students will put together a "reel" to showcase on-camera reporting and editing skills. Students will be exposed to industry professionals to learn what they're looking for and what to avoid.

# Game Design







**T**he Game Design curriculum provides a grounding in the design, storytelling, 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:

- Game Designer
- Storyboard Artist
- 2-D and 3-D Animator
- Mobile App Designer
- Interactive Art and Media Consultant
- Visual Effects Designer
- 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 & 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. Students work with software such as Maya and Photoshop.

Prerequisite: Fundamentals of 3-D Animation.

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

## Adobe Illustrator

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

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

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

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

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

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.



**Michael Minerva**

*Game Design*

*20 years teaching Microsoft, Adobe, Web and Graphic Design, and Computer Science courses. He has earned A+ certification, which has allowed him to incorporate computer fundamentals such as installing software into computers as well as building them into his teaching.*



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### **Motion Design**

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**

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.*

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### **Sound Design for Interactivity & Games**

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.

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### **Foley for Film, Video & Games**

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.

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### **Game History**

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







**T**he 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 Arts 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 & Live Events	.5	Sound Design for Interactivity and Games	.25
Composing Electronic Music	.5	Foley for Film, Video and Games	.25



## Nicole Tourt

*Sonic Arts*

*Voice Over Artist,  
live music and*

*recording engineer and member  
of the International Alliance of  
Theatrical Stage Employees.*

### 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.

### 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.

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

### Pro Tools

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

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

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

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

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.







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### **Writing for Broadcast**

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

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### **History and Analysis of Cinema Scores**

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.

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### **The Art of Voiceover**

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.

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### **Sound Design for Interactivity and Games**

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.

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### **Foley for Film, Video and Games**

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 and 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, theatre, 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)**

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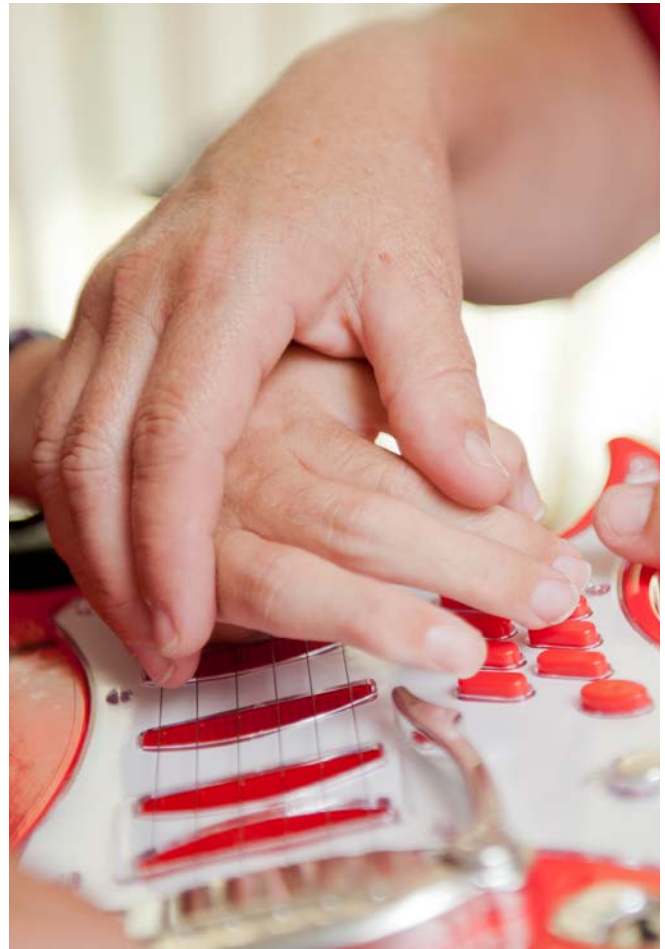
Prenatal growth and development provide the foundation for overall human growth and development. Through this content students will gain understanding of various factors that influence prenatal growth and development. This class will provide opportunities for students to apply communication, leadership,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

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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.



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

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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)**

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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**

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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**

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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**

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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.



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### **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.

### **Oral Interpretation of Children's Literature**

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







**T**he 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

**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





## Chris Brick

*Performing Arts:  
Theatre & Dance*

*Extensive Off-Broadway credits as an actor, dancer, singer, regional choreographer and member of Actors Equity Association.*

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,

## Activism and Performance

This course explores the intersection of performance, politics, and social transformation by studying and experiencing the work of activist artists in both traditional

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.

## Composition of Original Works

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.



## Dale Stuckenbruck

*Performing Arts:  
Music*

*Grammy-nominated artist, concertmaster, chamber musician, teacher and founder of the Long Island Vegetable Orchestra.*



## Francis Lees

*Performing Arts:  
Music*

*LIHSA's longest serving staff member with more than three decades as vocal accompanist.*

## Rhythmic Exploration

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.

## Original Works Performed

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



## L'aura Bagdziunas

*Performing Arts:  
Dance*

*LIHSA Alumni. Studied dance under the direction of Broadway stars, including Elizabeth Parkinson, Scott Wise and Mary Ann Lamb. Lead choreographer for the Children's Music Program at Queens College.*



## Kimberly Larkin

*Performing Arts:  
Theatre & Music*

*Selected from a worldwide search to take part in the SIT Company Summer Institute at Skidmore College. Studied Viewpoints and Suzuki Acting Techniques under the direction of world-renowned director and master teacher Anne Bogart.*



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.



## Lindsay Rogan

*Performing Arts:  
Dance, Theatre,  
& English*

*Director and choreographer who has been working with students across NYC and Long Island preparing them for dance competitions, college auditions, musicals, and careers in the arts for more than 15 years.*

critical examination and practice, participants will analyze 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

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.

### Solo Performance

This course will introduce and engage the history, topics, theoretical guideposts, and landmark figures/performances central to the genre of solo performance. Working between

### Creativity and Collaboration

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

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.



## Jerry Nobile

*Performing Arts:  
Music & Scenic  
Construction & Production  
Technologies*

*Over two decades of experience with sound design, audio mixing and live performance. Selected by students for "Who's Who among America's Teachers" list.*



## Natalie L'Etoile

*Performing Arts:  
Dance*

*Twenty years of dance performance and teaching experience. Founder of NYC dance company "Notes in Motion", producing original dance theater performances and presenting in-school and community arts-in-education programs.*

# Visual & Digital 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 practices, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes. Students are able to create and communicate concepts in a broad range of occupations and professions. Concentrations include: Fine Arts, Digital Media/Animation and Filmmaking.

#### 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

#### Visual & 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

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.



**Jason Cuvelier**

*Visual & Media Arts*

*MFA in Painting from Yale University, accomplished artist and photographer with multiple NYC gallery exhibitions.*



## Chris Fedoreczak

Visual &  
Media Arts

*Studied Digital Arts in the Media Study Department at the University of Buffalo's Centre for the Arts, with a concentration in 3D Animation. Worked as a 3D Animator creating post-production works for commercial video and television.*

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.

### Activism and Art-Making

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

### Art and Institutions

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

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.







# Scenic Construction & Production Technologies







**T**his immersive program will equip students with the skills to build sets and performance environments in theatre, film, and live events.

Working in small groups in the scenic construction workshop, students will learn how to create the worlds of performance alongside industry professionals. Students will study timber and metal fabrication, rigging, mechanics, drafting, computer-aided design and stage machinery. Students will design and realize their own projects for specific staging challenges, working as construction managers on various in-house productions.

Students will leave LIHSA with a robust skillset, valuable industry connections and confidence about their future in live events, theatre, and film.

#### Career Opportunities

- Scenic Carpenter
- Staging Technician
- Technical Manager
- Technical Designer
- Carpenter
- Exhibit Designer

#### Scenic Construction & Production Technologies Core Courses

Course Title	Credits	Course Title	Credits
Scenic Construction & Technologies Studio I	1.0	Introduction to Collaboration	.5
Scenic Construction & Technologies Studio II	1.0	Professional Practice I	.5
Scenic Construction & Technologies Studio III	1.0	Careers in the Arts (CFM)	.125
Scenic Construction & Technologies Studio IV	1.0	Artist Management (CFM)	.125
		Arts Entrepreneurship (CFM)	.125
		Creative Promotion (CFM)	.125



## Erik Chocianowski

*Scenic Construction & Production Technologies/Film*

*Experienced set designer specializing in wood and metal fabrication, mold making, casting polyurethane, life casting, and animatronics. Worked on the sets for The Marvelous Mrs. Mazel.*

well as Project Management and Freehand Drawing. It introduces the students to hands-on experience in carpentry and metal fabrication techniques and investigates the properties, strengths and

### Scenic Construction & Technologies Studio I

Scenic Construction and Technologies Studio I is a foundation subject which includes the study of Materials and Structures, Tools and Machines, Stage Machinery, Rigging, CAD Drafting and their principles in the performing arts, as

weaknesses of a broad range of set construction materials as well as looking at basic rigging and mechanical components and their uses.

### Scenic Construction & Technologies Studio II

Scenic Construction and Technologies Studio II continues from Scenic Construction and Technologies Studio I forming a framework of foundation knowledge and skills which furthers the study of materials and structures, mechanics, rigging, drafting and stage machinery, as well as introducing students to venue architecture, risk management and Work, Health and Safety. It asks the students to draw on knowledge and skills learned in Scenic Construction and Technologies Studio I to investigate and construct solutions to simple stage mechanical scenarios. Students will also examine the performance space both in terms of its function and design, as well as from a work safety point of view.







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### **Scenic Construction & Technologies Studio III**

Scenic Construction and Technologies Studio III comprises Electrical Engineering Basics, Power Generation and Distribution, as well as Rigging for the Stage and Stage Machinery. It involves the students in the automation of staging components and familiarizes them with the conversion of electrical and fluid energy into mechanical energy for the purpose of actuating stage effects.

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### **Scenic Construction & Technologies Studio IV**

Scenic Construction and Technologies Studio IV draws on skills and knowledge attained throughout the program and asks the student to integrate them in a Technical Design and Stage project. The project should investigate solutions to a staging problem, whether it be structural or mechanical, using existing technologies and new materials.

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### **Introduction to Collaboration**

The yearlong class introduces the students to the principles of collaboration, which includes defining collaboration and creativity and examining how ethics, values and behaviors of collaboration are generated. Students investigate notions of ownership, agreement, creative conflict and how to generate ideas and create innovative practice. These investigations provide a foundation for creative collaborative projects undertaken.

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### **Professional Practice I**

In this yearlong class the student takes on the role of technical consultant and is involved in the creation and presentation of technical design solutions to a group of tutors who take on various roles within a creative production environment. Through this hypothetical production exercise, students experience professional relationships and the expectations of the client as well as negotiate outcomes given a previously agreed set of deliverables.

# Career & Financial Management Required Core Courses

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

## Careers in the Arts

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

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

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.

## Creative Promotion in the Arts

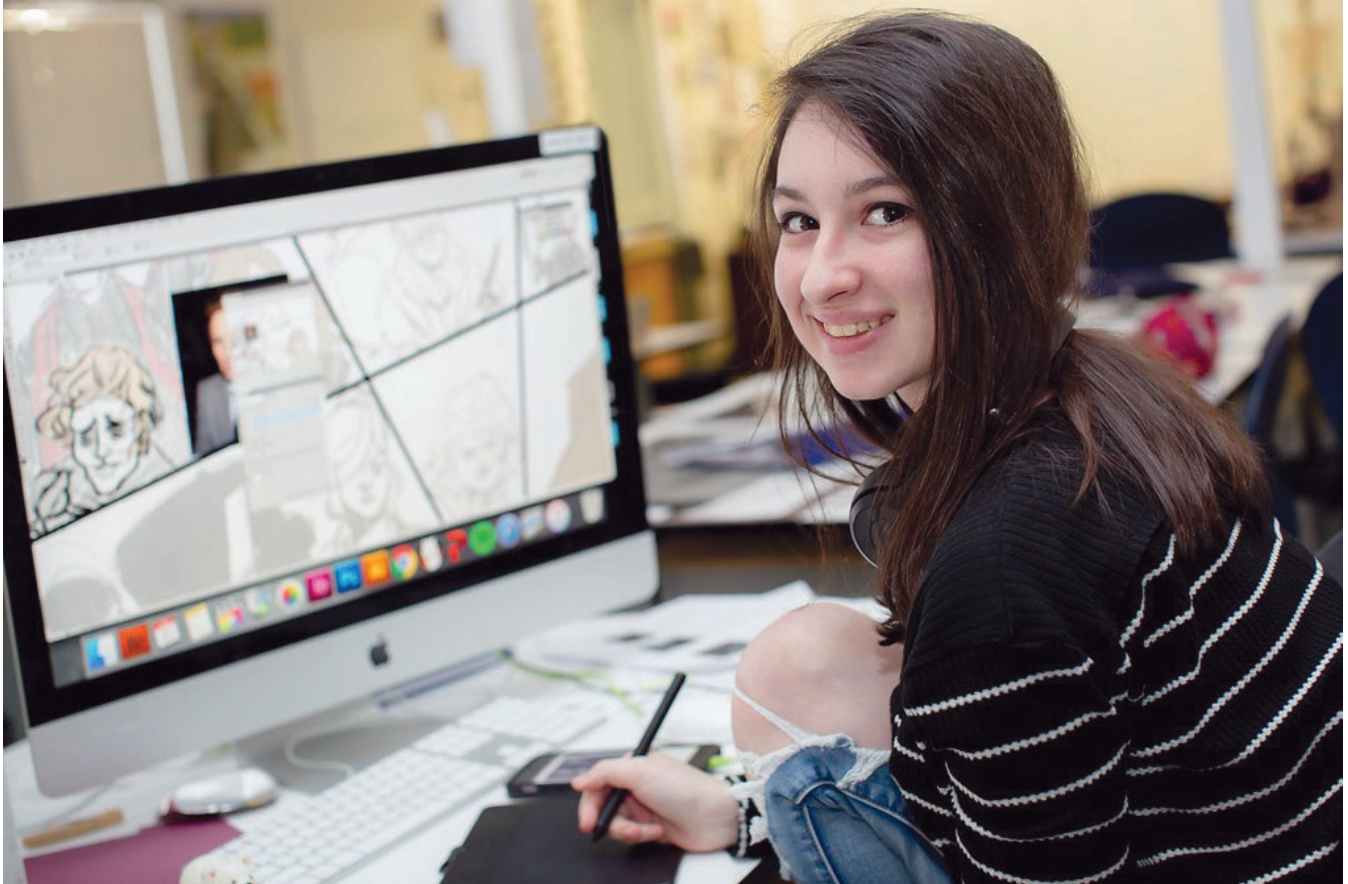
This class offers a comprehensive study of media options available for the promotion of artists, products, and services. It includes a brief discussion of marketing plans, followed by a detailed look at both old and new media. Concepts such as integrated marketing communication are melded with creative tools for branding. Students will analyze 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.





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# Elective Technique Courses



## **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.

## **Introduction To Theatre**

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**

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.



### **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.

### **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.

### **Pro Tools**

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.

### **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 as songwriters, students will have the opportunity to share their work with others, get feedback, and see different ways that tools can be used.

### **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.

### **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.

### **Ballet, Floor Barre, and Modern Dance**

The ballet portion of this class focuses on technique and alignment through a classical ballet class. Floor Barre 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 training in standing position. The modern dance portion of this course prepares students using 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.

### **Jazz Dance**

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.





### **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**

Students will learn tap vocabulary, rhythmic patterns and style while developing dexterity, musicality and basic performance skills. Dancers will build on skills gained in previous tap classes to understand time for artistic interest and expressiveness. 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.

### **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**

This 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. Students will demonstrate fluency and personal voice in designing and choreographing original dances. Students will construct an artistic statement that communicates a personal, cultural and artistic perspective.

### **Dance Improvisation**

This course is designed for anyone curious about the practice of movement improvisation. Students will engage in exercises

and improvisational structures to develop movement vocabulary and ensemble skills used in dance auditions and creative communities.

### **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).*





### Scene Study

This course will focus on breaking down the play, studying character analysis, motivation and action. Students will develop a process for performing “heightened” acting scenes and will review classic texts by prepare for auditions and callbacks through character studies and scene work. Out-of-class assignments include required readings from plays and acting texts.

### 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.*

### 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 appreciating the 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.



### **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. 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 and digital arts students.

### **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.

### **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.

### **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 Engineering for Theatre and Live Events**

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

### **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.

### **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.

### **The Music and Sounds of Video Games**

From the early bouncing sound in Pong, to the orchestral scores in the Final Fantasy series, explore the impact music has on video games. There is music for saving the princess, solving a puzzle, or driving a race car. This class will explore the many aspects of sound and music as they are used in video games to immerse the player in a full experience. Students will not only analyze many notable soundtracks, but will also create their own effects and background music.

### **Inventing Environments**

From animated films and video games to graphic novels and architectural renderings, compelling environments convey story, mood and meaning. In this course, students use visual research, analytical drawing skills, and linear and atmospheric perspective to invent immersive and expressive environments.

### **One Act Play Production Class**

In this class, students will audition for and be cast in a one act production. Students will learn advanced acting, blocking/staging, and production techniques, as well as contribute to the production as designers and technicians. The class will culminate with a performance of the one act. This class is available for ELA credit.

### **Self-tape Solutions**

Students in instrumental music, vocal music, acting, musical theatre, film acting (non-seniors) build skills to successfully make self-tapes for college and professional auditions.

### **Mastering the Monologue**

This one semester course will take students through the process of finding age appropriate monologues, breaking down and annotating the text, and exploring characters' circumstances. Over the course of the semester the students will get to work on at least three contrasting monologues which will cover the range of repertoire any professional actor will need including choices from classical/contemporary and comedic/dramatic categories. Students will also get tips on how to best present themselves and their monologues at auditions.

### **The Broadway Flop**

While musicals like *Carrie* were a bloody disaster and *Glory Days* only ran for one day, there is something to be said for musicals that are considered to be Broadway Flops. In this course,





students will study some of Broadway's most well-known financial disasters and delve into what the cause of their untimely failure was. There's a sequel to the timeless classic *Annie* titled *Annie 2: Miss Hannigan's Revenge*? Yes. Yes, there is!

### **Contemporary Musical Theatre Repertory**

Studying musical theatre repertoire is very important for any student planning to audition for college theater programs or anyone interested in pursuing a career in musical theatre.

Through the foundations of the book musical to the jukebox musical to the concept musical, students will explore contemporary composers such as Stephen Sondheim, Stephen Schwartz, Jonathan Larson, Anaïs Mitchell, Michael R. Jackson, and many more.

### **Acting for the Camera**

Work alongside our filmmakers to learn the art of the close-up in film acting! Participants will serve as the actors for filmmakers' short films and in a hands-on way, learn about building relationships between filmmakers and thespians.

### **Film Acting and Auditioning**

This course is designed for both the actor and film student who want to develop on-camera acting techniques, sharpen their auditioning skills, and learn film and television industry terminology and practices. Students will learn how to maximize the interview process, as well as understand contracts, unions, and representation.

### Stage Combat

This course will introduce students to stage combat and will familiarize students with the essential requirements for performing stage combat. Focusing on accuracy, safety, and the fundamental techniques needed to protect the performer and their instrument when engaged in dramatic physical encounters, students will develop these important skills.

### Percussion Ensemble

This ensemble will feature mallet percussion (or keyboard), hand drums, auxiliary percussion, drum set, and bass guitar. Students must be able to read music at an advanced beginner to advanced intermediate level to be considered for mallets, keyboard, and bass guitar.

### Acoustic Covers

Vocal students work on acoustic covers of songs from all styles and genres accompanying themselves on keyboard, uke and guitar.

### Classic Rock Ensemble

The Classic Rock Ensemble will focus on the stylistic characteristics, performance requirements, rehearsal, and performance of classic rock music. Repertoire will draw from the '60s, '70s, and '80s.

### LIHSApella Ensemble

The LIHSApella ensemble is available for vocalists. Students learn soprano, alto, tenor, and baritone choral selections of various styles and cultures. The primary focus of this course is to provide students with the opportunity to sing advanced choral literature with a mature,



rich, and balanced sound. Breathing, diction, expression, intonation, vowel unification, and sight-singing are cultivated to enhance sound in performance.

### Leaps & Turns

This course will focus on the technique necessary to execute a variety of advanced leaps and turns. Starting with a warmup focused on strict conditioning and then ending with challenging center and traveling combinations, students will improve their overall ability to achieve the proper alignment needed to perform these advanced movements.

### Dance Repertory Company

In this course students will learn and perform dances that represent diverse approaches to dance-making either through collaboration with faculty or by learning significant dances from modern and contemporary choreographers. The course encourages rich, subtle, and stylistically accurate renditions of choreography and engages students in collaborative learning.

Opportunities will be available to perform these works in a formal or informal performance setting.

### Theatrical Choreographers Through the Years

Throughout the semester, students will visit the work of some of the greatest choreographers throughout musical theatre history. Original source readings, videos and discussions, coupled with physical movement, will immerse students in an experience that will show them how each choreographer has contributed to the history of theatre. Students will learn numerous combinations of original Broadway choreography in this highly active course.

### The Worst in Advertising

Sexist, Racist, Wacky & Rude” or “Hard to Believe: Sexist, Racist, Wacky & Rude.” What were they thinking? This course will examine a compendium of some of the worst in advertising from the past 150 years in the United States and Britain. Students will be engaged by videos of advertising, actual printed examples of ads and



Victorian trade cards along with readings and class discussion. Much of this material will range from unfathomable to shocking and will require an open mind as well as ask the students to participate in class with a high level of maturity.

### **Color Theory & 2D Design**

Based in part on the teaching of Albers and Itten, this course will investigate the fundamentals of color theory while pursuing solutions to visual problems involving color within art as well as in light. This course will cover both traditional and non-traditional materials and methods, RGB and CMYK. Creative problem solving through conceptualization, investigation, and presentation will be pursued.

### **Linoleum Printmaking**

This course is designed to introduce students to basic printmaking techniques as they relate to relief (linoleum) printing. Relief printing is usually simple, direct, and inexpensive. Images can be bold or delicate. With this method, ink is transferred to paper from the surface of linoleum which is cut to reveal an image. The use of the press is optional. Large and small-scale prints are produced. Black and white work is emphasized.

### **AP: 2D Art & Design**

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 Fall and Spring semesters.

### **Portraiture Photography/ Yearbook**

Students will work as a team to conceptualize, design and layout the LIHSA yearbook. Skills developed will include brainstorming and planning, portrait/headshot, group and event photography, interviewing, editing, creative writing, storytelling and design and layout for print and digital formats.

### **Blogging IOI**

Students will learn best practices of online blogging, including developing topics, conducting interviews and generating visuals; this includes photos, video, and publishing blogs as a part of a series available for the LIHSA community on the school website.

### **On Camera Reporting**

This course focuses on the fundamentals and techniques for gathering and writing news stories and how to present them on camera. After an introduction to journalism concepts, students will write, shoot, and edit their own broadcast story packages. Students will have the opportunity to respond to breaking news, understand working under a deadline, learn best camera practices, and learn how to exercise good news judgment when telling stories.



### Podcasting

Students will conceptualize their topic, come up with compelling titles, write promos and produce podcast trailers, coordinate and execute virtual interviews and produce a podcast that will be published as part of a LIHSA student podcast series.

### Interviewing Techniques

Students will develop the techniques needed to conduct impactful and informative interviews, including researching interview subjects, developing questions and recording and editing in person and virtual interviews. Focus will include non-profits and community organizations on Long Island.

### Film Electives: Film Production Lab

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, workflow, and concepts involved in professional nonlinear editing.

### International Film Survey and History

This class is a survey of world cinema from 1893 to the present. We will examine movies as a business, a social phenomenon, and an art form, working toward a functional explanation of how each of these aspects of the movies has changed over time. Although many people associate the movies with the American film industry, filmmakers in every historical period and all over the world have worked to both distinguish their work from that of Hollywood and to draw upon

some approaches innovated by American filmmakers. Film screened in class will span the globe, from Africa in *The Battle of Algiers* to Italy's *The Bicycle Thieves*. We will additionally discuss German Expressionism, French New Wave, Nuevo Cine Mexicano, and Iranian New Wave.

### Music Video Production

This course provides an introduction to the art and technology of creating music videos. Students learn the challenges and possibilities of representing music visually through the art of filmmaking. They explore the fundamental tools and techniques of music video production by reviewing and analyzing groundbreaking music videos. They also apply those techniques in the hands-on production of personal music videos.

### Film Noir: The Dark Side of the Screen

This course will be devoted to a detailed study of film noir. We will examine the components of noir: its thematic preoccupations, its narrative paradigms, and its visual stylistics. We will study film noir's roots in German Expressionism, Depression-Era gangster movies, and hard-boiled detective fiction. We will also consider the particular amalgam of cultural factors in post-World War II America that gave rise to the noir cycle. Finally, we will chart film

noir's enduring legacy in its 1970s revival and the resurgence of "neo-noir" in recent years.

### Radio Commercial Production

Produce your own radio advertisements. Learn how to research to write effective scripts, how to write catchy instrumentals, record, edit and mix your own commercials, jingles and public service announcements.

### Programming & Producing Drum Beats

Knowing how to write, record, arrange, mix, and program killer drum beats is critical, whether you're into hip-hop, urban, rock, alternative, dance, electronic, jazz, blues, or country. The beats in these styles of music serve as the rhythmic focus around which all of the other instruments play. Without a great drum beat, even the best song can fall short of its full potential and lack the impact, excitement, and energy necessary to make it a bona fide hit.





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# 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 College with registration (ART1200).*

## **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 and 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).*



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### **Intro to Basic Drawing**

This course 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**

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**

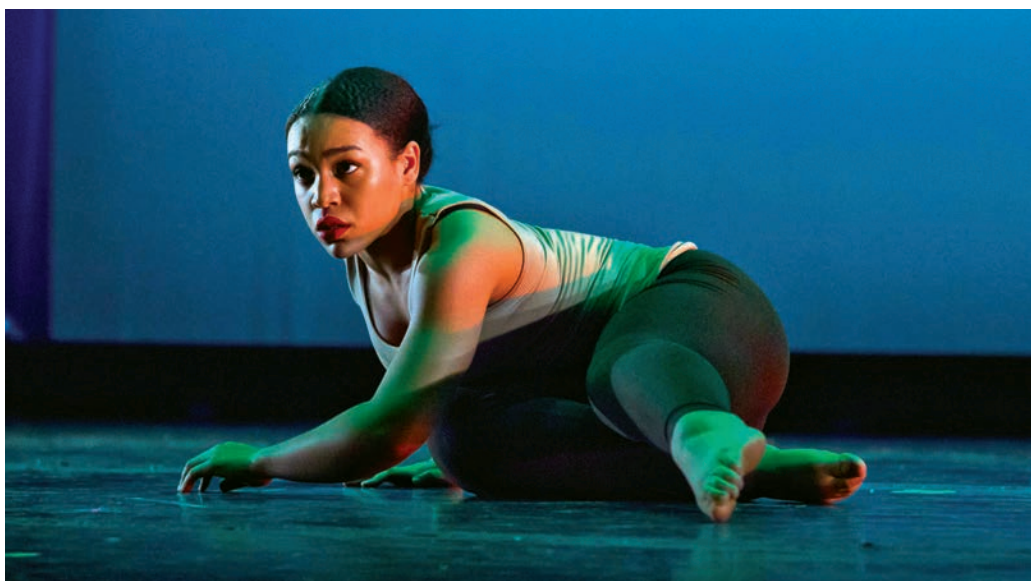
Provides a basic foundation of both design and realistic drawing. Basic techniques are presented to encourage personal creativity and a successful beginning artistic experience using a variety of materials and processes.

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

### **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

### Nutrition and 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. 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 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 Credit.*





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### 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 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 Credit.*

### Dance Fitness

Exercise using dance-based activities, circuit training and cross-training strategies that professional dancers employ to maintain muscular strength, anaerobic and aerobic conditioning,



and flexibility. Units of study include Pilates, Ballet barre and floor barre, Zumba and Hip-Hop.

### Circus Arts

The circus arts are an exciting hybrid of art and sport. In this course you'll dive deep into the basics of a multitude of circus disciplines. The circus arts have been proven to increase brain matter, develop executive function, improve physical fitness, build strength, and create community.

### English Language Arts

#### 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.*

#### 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 and/or 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.*

### Children's Literature and Theater

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 Theater

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.*

### Slam Poetry

In this course, students will seek their own poetic voices and the most powerful ways to express them to an audience. Students will create and perform their own original pieces of Slam Poetry.

*This class is available for ELA credit.*

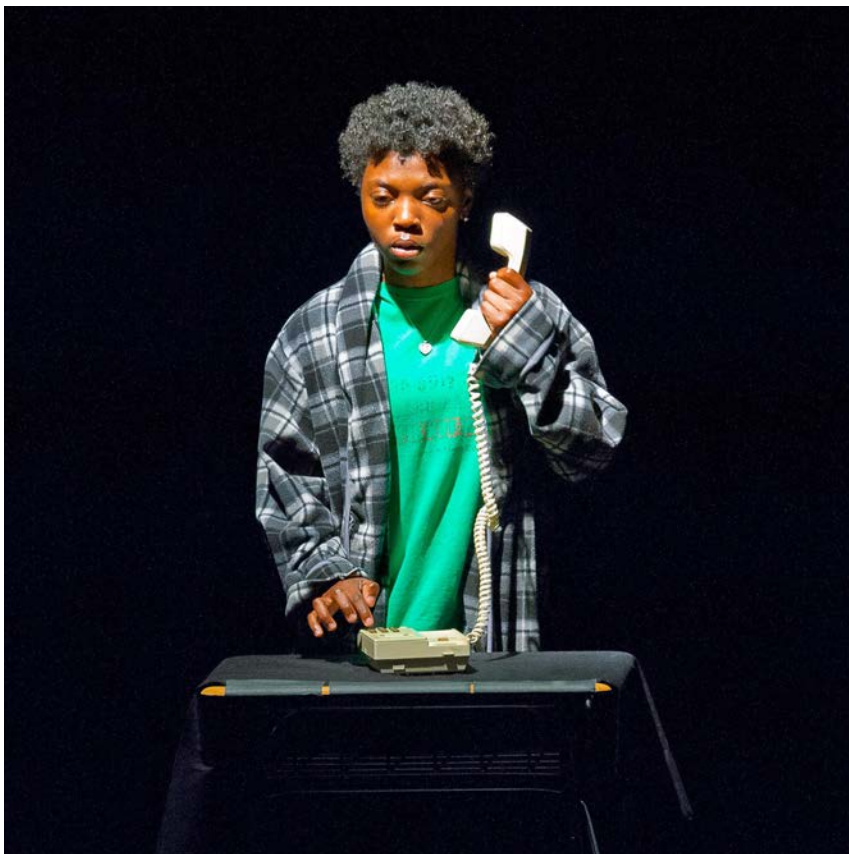
### Broadway Scene Study

Students will read, perform, and watch productions of popular and classic Broadway shows. Students will enhance their repertoire through scene studies and by earning blocking/staging for classic scenes. Shows will include (but are not limited to) *Pippin*, *Spamalot*, *Godspell*, and *Guys and Dolls*.

*This class is available for ELA credit.*

### Health

This course provides students with the knowledge and skills they need to maintain health and wellness throughout their lifetime. The intent of a comprehensive health education program is to motivate students to improve their health, prevent disease, and avoid or reduce health related risk behaviors. All teaching and learning is focused on student achievement of learning standards (National and New York State). Health literate youth have the ability to maintain and enhance personal health and fitness, create safe environments, and manage personal and community resources. Health education provides real life learning experiences with personal applications of scientifically research-based health knowledge and skills in relevant situations.













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## Non-discrimination Statement

The Nassau BOCES advises students, parents, employees and the general public that it offers employment and educational opportunities without regard to age, color, creed, disability, familial status, gender, gender expression, gender identity, marital status, military/veteran status, national origin, predisposing genetic characteristics, race, religion (including religious practice and/or expression), sex (including pregnancy, childbirth, or related medical condition), sexual orientation or victim of domestic violence status. The Nassau BOCES shall provide equal access to the Boy Scouts and other designated youth groups.

The Nassau BOCES shall not discriminate or take any retaliatory action against an employee with respect to compensation, terms, conditions or privileges of employment because of the employee's or dependent's reproductive health decision-making.

Information and grievance procedures are available by contacting the following individuals at 71 Clinton Rd., Garden City, NY 11530: Thomas McGrath, Executive Director of the Department of Human Resources at 516-396-2358, [tmcgrath@nasboces.org](mailto:tmcgrath@nasboces.org), Dr. Peter A. Nicolino, Assistant Director of the Department of Human Resources at 516-396-2351, [pnicolino@nasboces.org](mailto:pnicolino@nasboces.org) and/or Selma Stoddard, Esq., Attorney (Employee Relations), Department of Human Resources at 516-396-2360, [sstoddard@nasboces.org](mailto:sstoddard@nasboces.org). For further information, please see Policies 0100 Equal Opportunity and Non-Discrimination; 0110 Sexual Harassment and 0115 Dignity for All Students Act. The entire policy manual is available on the Nassau BOCES website: [www.nassauboces.org/policies](http://www.nassauboces.org/policies).

Inquiries concerning the application of regulations prohibiting discrimination may be referred to the above-mentioned individuals or to the following:

- 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](mailto:OCR.NewYork@ed.gov) or file form at <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.
- The U.S. Equal Employment Opportunity Commission (EEOC) may be reached at 33 Whitehall Street, 5th Floor, New York, NY 10004 or call 1-800-669-4000, or 1-800-669-6820 (TTY), or fax 212-336-3790 or email [info@eeoc.gov](mailto:info@eeoc.gov).
- The New York State Division of Human Rights (NYSDHR) may be reached at One Fordham Plaza, 4th Floor, Bronx, NY 10458 or call 1-888-392-3644 or 718-741-8300 (TDD/TTY) or email [info@dhr.ny.gov](mailto:info@dhr.ny.gov), complaint forms may be sent directly to [complaint@dhr.ny.gov](mailto:complaint@dhr.ny.gov) or faxed to 718-741-8322.

239 Cold Spring Road, Syosset, New York 11791

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

[www.nassauboces.org](http://www.nassauboces.org)

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