

SAINT ANN'S SCHOOL

MIDDLE SCHOOL

COURSE CATALOG

2017-2018



Dear Middle School Students,

Although it is only March, it is already time to begin thinking about registering for your classes for the coming year. This course catalog will help you make your plans.

Every student is automatically scheduled into English, History, Math, and Science classes - no need to worry about those! However, you do have several exciting choices to make.

Perusing, discussing, and in some cases agonizing over language and elective choices are excellent examples of the increasing voice you, as Saint Ann's middle school students, have in your own education. Take advantage of this opportunity! Read through the following pages, discuss your options with your family and friends, and spend time thinking about what you really want to learn and experience.

Once you have made your decisions about which classes to take, make your selections on the included Course Selection and Language Selection sheets (you may also register for foreign language courses online) and bring them to school. As we collect your sheets we'll begin making appointments for you. Throughout the next two months, all students will meet with the appropriate division head to discuss and finalize their choices. Current fifth graders meet with Katie Haddock, the Assistant Head of the Upper Middle School, while current sixth and seventh graders meet with me. Don't worry, we have plenty of time to get you registered, and classes will not "fill up" if you don't see one of us until later in the Spring.

Have fun, make your choices, and I'll see you soon!

John R. Smith
Head of the Middle School

*I remember our car
Careening through traffic like a derailed train
All the while my brother yelling
Over the loud jazz music
Playing from the speakers
As my mom ate an overripe banana
As I struggled not to projectile vomit
All over the roof of the car
Which I did a year before
And as my brother started kicking
With a furious bratty rhythm
As my stomach twisted and churned
Like a wave crumbling into itself
As Lee Morgan began his trumpet solo.*

–Harry P.

COURSE CATALOG

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HOW TO USE THIS CATALOG

In March of each year families receive this Middle School Course Catalog. Full of interesting and exciting courses for sixth, seventh, and eighth grade students, the catalog's arrival marks a time of reflection for you and your parents. I invite you to read through the course descriptions and spend some time discussing options.

This catalog is divided into sections for rising sixth, seventh, and eighth grade students. There is also a special section for students new to Saint Ann's (Welcome!). After reading the general advice on this page for upper middle school students, flip ahead to your section and start reading/thinking/planning for next year!

As you read through the descriptions of the offerings and discuss your options with your parents and friends, keep in mind that the number of periods available in each day and week is limited. Ideally, your schedule should challenge but not overwhelm you; striking a balance between what you *must* take, what you would *like* to take, and what you realistically *have time* to take requires some thought and judgment.

Also, it's important to remember that there are lots of you and lots of courses! *We will try to create a schedule that reflects your interests, but it is unlikely to consist entirely of your first choices.* Be sure you make realistic second and third choices.

While I encourage you to sample broadly from the following course offerings, resist the temptation to request too much. Consider your choices carefully, and *be prepared to stick with your selections throughout the coming school year*, no matter whether you ultimately receive your first, second, or in some cases, your third choice. Except for extreme cases, students may not withdraw from courses after October.

Please note that you can also find this course catalog online. From the Saint Ann's home page, click on *Departments*, and then *2017-2018 Middle School Course Catalog*.

That's all for now. Dive in! Indulge your interests, plan wisely, and have fun!

SAINT ANN'S WEBSITE

You can learn a lot about Saint Ann's School on our website: www.saintannsny.org. In particular, you can find all the registration materials you need: this catalog, elective and language elective sheets, and other information. From our home page, click on Divisions and Offices, and then Middle School, and finally on the icon for the 2017-2018 Middle School Course Catalog.

For students entering seventh or eighth grade, there is a special section of the Saint Ann's website devoted just to you (and your parents)! From the Saint Ann's home page, click Divisions & Offices, and then Middle School, and finally Upper Middle School Website. These pages contain a wealth of information about seventh and eighth grade life at Saint Ann's. You will also find links to download registration forms for language and elective courses. Use these forms together with this course catalog to register for your classes for the coming year.

a pen spews thoughts quietly

–Charlie R.

NEW STUDENTS

If you are new to Saint Ann's: welcome! We, Katie Haddock and John Smith, are very glad that you have joined us in the Middle School, and we hope you are excited, too.

Registering for classes at Saint Ann's may be a bit different than in your present school. Take some time to read through the course descriptions for the grade you will be entering and begin to make your choices. If you have any questions, you or your parents are welcome to call or email and we'll do our best to help.

All students are automatically scheduled into one art class. Sixth grade students will also automatically receive a theater class, while rising seventh and eighth graders will need to choose one. All students must select a music course; all rising seventh and eighth grade students must select a foreign language course. Everything else is optional, but I encourage you to sample broadly.

Now, it's time to get started! Find the section of this catalog that applies to you and start reading. Good luck, and have fun making your selections.

See you soon!

QUESTIONS?

New 6th Graders

Contact Katie Haddock

Assistant Head of the Upper Middle School

718.522.1660 x 272

Khaddock@saintannsny.org

New 7th & 8th Graders

Contact John Smith

Head of the Middle School

718.522.1660 x 234

Jsmith@saintannsny.org

ART & THEATER

ART

Middle school students are automatically scheduled into a mixed media fine arts course meeting twice a week. These classes explore visual expression through a wide range of materials and media and dimensional formats. A variety of technical and conceptual approaches are introduced and practiced throughout the middle school years. The artist within is nurtured, challenged, and strengthened.

THEATER

Theater is an important part of Saint Ann's students' experience, and as such we ask all of our middle schoolers to involve themselves in the theater in one way or another. Whether they are acting, building, costuming, dancing, filming, puppeteering, or writing, Saint Ann's students are exploring the craft of the theater.

Fifth and sixth grade students are automatically scheduled into one theater course, and they have the option to add other theater courses if they wish. Seventh and eighth grade students are able to choose which theater course (or courses) interest them most, but are required to choose at least one.

*Finding her was easy.
Finding him was easy.
Finding myself I haven't finished yet.*

–Paulina D.

HEALTH

Sixth, seventh, and eighth graders are automatically scheduled into weekly health classes during which students are encouraged to become active agents in their own well-being and to explore health as a larger community issue.

The Health Education curriculum is continually evolving and expanding to reach students in the various stages and areas of their lives while maintaining an age-appropriate focus. In addition to the classroom experience, our Health teachers are available to meet with students outside of class to discuss personal health and social issues one-on-one or in groups. Students may come to the Health Education Center on the 5th floor, which is open daily, to make use of a variety of resources available to them.

The Night Sky

*Her luminescent freckles dot her face
She has one eye, yet it is vast,
And it follows you forever.
And at the end of her term,
She will slowly fade away
With no goodbye.*

–Lily L.

6TH GRADE: GENERAL INFO

Registration for sixth grade is similar to previous years, but with a few more choices. Current fifth grade students will meet with Katie Haddock, Assistant Head of the Upper Middle School, to review their course selections. Feel free to visit her in the Sixth Grade Office with questions before or after your individual meeting. As always, your parents should feel free to call or email Katie Haddock with their questions and concerns.

REQUIREMENTS FOR SIXTH GRADE STUDENTS:

Art: Students are automatically scheduled into an art class.

Health: The theme of *Health* in sixth grade is “growing up,” and the course explores the physical, emotional, and social aspects of this experience. Topics are drawn from an appropriate array of subjects, including puberty, relationships, technology, sleep, and food.

Music: At least one course, or a commitment to musical instruction outside of school as approved by the Assistant Head of the Upper Middle School and the Music Department Chair, is required.

Rec. Arts: At least two periods per week.

Theater: At least one course.

Except for extreme cases as determined by the Assistant Head of the Upper Middle School, students may not withdraw from classes after October.

6TH GRADE: ELECTIVES

ART

All sixth grade students are automatically scheduled into a mixed media fine arts course meeting twice a week. This class explores visual expression through a wide range of materials, media, and dimensional formats. A variety of technical and conceptual approaches is introduced and practiced throughout the middle school years. The artist within is nurtured, challenged, and strengthened.

COMPUTER

We are surrounded by science fiction—portable computers, artificial intelligence, 3D printing, electronic games, nanotechnology, big data, etc.—and our courses show students how to be more than just consumers or users: they learn to be independent creators on computers, able to control and help shape the tools of today and tomorrow. Using software that runs similarly on Mac, Windows, Unix/Linux, and tablet computers, our courses teach a range of topics including programming, graphics, circuitry, web, spreadsheet analysis, logic, and other skills that are useful for doing everything from analysis to artwork. Classes meet twice a week (unless otherwise noted) using desktop and tablet computers.

COMPUTER I (2x per week)

This course offers an introduction to computers through creative projects including drawing, animation, web page creation, programming, word processing, music, databases, spreadsheets, and touch-typing. Students often build interactive haunted houses, adventure games, and personal web sites. In addition, students are introduced to the basics of Google Docs, Calendar, and Sites.

Prerequisite: None

COMPUTER II (2x per week)

Building on *Computer I*, students creatively express ideas and solve problems relevant to their work at Saint Ann's. We will create web pages, images, animations, graphics, spreadsheets, databases, and better keyboard skills. Students will be encouraged to organize their ideas and learn independently.

Prerequisite: Computer 1 or instructor's permission.

COMPUTER III (2x per week)

A continuation of *Computer II* with more advanced material. Students in the past have built colorful video games, language translators (English to Spanish, for example), interactive maps, and digital movies.

Prerequisite: Computer II, any programming class, or instructor's permission.

PROGRAMMING I (2x per week)

Introduction to logic and computer languages: requires concentration and experimenting. You won't spend much time drawing pictures, but instead will write "code" programs using words and graphical programming building blocks. Typical projects including making objects fly about the screen, perhaps with parachutes and keyboard controls.

Prerequisite: Computing I or instructor's permission.

PROGRAMMING II (2x per week)

This course is a continuation of *Programming I* with more advanced material, including the Java language. *Prerequisite: Programming I or instructor's permission.*

PROGRAMMING I INTENSIVE (4x per week)

Explore the science and art of computer programming. Learn important problem-solving strategies including designing, flowcharts, breaking problems into pieces (modules), and starting small before improving. This intensive class meets four periods per week and is for students who want to master fundamental programming concepts which include loops, variables, procedures, input, output, conditionals, and data structures. Assignments allow students to control graphics, sounds, and data while also encouraging them to think creatively, reason systematically, and work collaboratively.

Prerequisite: Computing I or instructor's permission.

PHYSICAL COMPUTING I (2x per week)

Learn how to control a computer without mouse, keyboard, or monitor: (What? Is this possible? ... Yes!) We use microcontrollers—single-chip computers that fit in your hand—and write interactive programs that tell them to convert movement into digital information. Hook together resistors, capacitors, diodes, transistors, and sensors so that you can, for example, wave your fingers to turn lights or motors on.

Prerequisite: Computing 1 or instructor's permission.

MATHEMATICS

MATHEMATICAL ART (2x per week)

Come make beautiful things with math! See countless examples of gorgeous art, simple art, clever art, and mind-blowing amazing art, all made from mathematical ideas. Drawings, sculptures, computer-aided designs, video, pieces of music, and performances are all fair game—everything from M.C. Escher and symmetric patterns to origami, string art, dancing, and much, much more! At every step we also work on our own mathematical art and incredible creations in a collaborative workshop environment. *Please note: we often meet during one lunch period.*

MATHEMATICAL PUZZLES AND GAMES (2x per week)

Do you enjoy geometric puzzles? Are you intrigued and amused by the art of M. C. Escher? Would you like to learn more about the origins and development of puzzles, and try out lots of fun mathematical games? Do you want to understand the mathematics behind card games such as Cribbage, Spades, Euchre, Canasta, Contract Rummy, and Blackjack, or board games such as Backgammon or Blokus? Whether you are interested in Tangrams (the world's first puzzle craze), more modern recreations such as Hex and polyominos, or understanding popular games of chance from a mathematical perspective, this is the course for you. This class offers the opportunity to work on a wide variety of mathematical puzzles and games, to develop your own strategies, and to create original puzzles and games. *Please note: we often meet during one lunch period.*

PROBLEM SOLVING (2x per week)

Problem Solving is an interactive and fun class for sixth, seventh, and eighth graders who love solving math problems, and is especially suitable for students interested in participating in mathematical contests such as MathCounts and the AMC 8. Students will explore and develop efficient problem solving strategies involving arithmetic, logic, geometry, algebra, and trial and error. Problem Solving is not intended to help students “get ahead” in the math curriculum, but rather to supplement an established or burgeoning love of mathematics. *Please note: we often meet during one lunch period.*

RECREATIONAL ARTS

Ideally every Upper Middle School student should have at least two Recreational Arts classes each week: one traditional gym, and either a second one or another offering by the department. Students may select additional courses as part of their recreational arts requirement.

KARATE I (1x per week)

This course offers a serious, non-intimidating approach to traditional martial arts. Students begin with basic punches, kicks, and blocks, and then progress to forms and other basics on their way to sparring. The primary emphasis is on karate as a sport and martial art, although confrontation training and self-defense applications are also covered. A *gi* (karate uniform) is both required and provided.

GYMNASTICS (1x per week)

In this gymnastics class for 5th and 6th graders there is a stronger emphasis on performing gymnastics skills with better technique, alignment, and form. The class meets in the 10th floor apparatus room.

MIDDLE SCHOOL EXERCISE (1x per week)

This course provides an introduction to various forms of exercise and conditioning which may include cardiovascular and weight training, fitness walks, yoga, climbing, group games, and sport skills.

SCIENCE

MACHINES (2x per week)

Machines use or produce mechanical energy to perform a specific task. What that task is or how it is accomplished allows for an infinite variety of forms and functions. Explore energy transformations by building machines of your own invention. Work in teams to solve a variety of challenges by harnessing potential energy in a variety of forms (gravitational, electrostatic, chemical, etc.) and converting it to kinetic energy, sound, or light. Will your machine be practical, whimsical, elegant, beautiful, brilliant, bubbly, or just plain bizarre? While students learn the physical theories necessary to understand the challenges posed and the solutions that are invented, the focus of this course will be to build, design, explore, and experiment.

SCIENCE SLEUTHS (2x per week)

Wherever he steps, whatever he touches, whatever he leaves, even unconsciously, will serve as a silent witness against him. Not only his fingerprints or his footprints, but his hair, the fibers from his clothes, the glass he breaks, the tool mark he leaves, the paint he scratches, the blood he sheds or collects. All of these and more, bear mute witness against him.

– Professor Edmond Locard (*The Sherlock Holmes of France: 1877-1966*)

This lab-heavy, mystery-driven course dives into exploring the techniques and topics of forensic science. We characterize the “evidence” left behind at created crime scenes, which includes fingerprints, hair fibers, fabrics, blood, fire accelerants, explosives, food, cosmetics, soil, poisons, and much more. Organic macromolecules (fats, proteins, sugars, DNA) extracted from biological specimens (blood, urine, saliva, rotting bananas, bacterial cadavers) are subjected to analysis. We learn the lab techniques of chromatography, microscopy, microbiology, Polymerase Chain Reaction (PCR) analysis and electrophoresis. Contemporary and historical crimes, dating back to 1900, illustrate the advances of forensic science and keep us enthralled with their intrigue, insights, and ethics. Students have ample opportunity to create their own mysteries, supplemented with vivid details, motives, a crime scene, and evidence, all set up for classmates to solve. Squeamish scientists need not apply.

THEATER

Sixth grade students are automatically scheduled into a weekly “Theater Games” course that involves character study, improvisation, and basic technique. Class plays are performed. Students are encouraged to choose additional courses according to their interests.

AFRICAN DANCE (1 double period per week)

This course offers an exciting introduction to the joys and complexities of traditional West African music, rhythms, culture and dances. Come one, come all!

BREAKING THE CODE (1x per week)

This workshop is a general purpose media and technology analysis class. We deal primarily with studying and discussing new forms of media and technological advancements from film, advertisements, narrative structure, television, computers, robotics, communication, and the ever-evolving internet. The purpose of Breaking the Code is to spark discussion about how media and new technology alter what it means to be alive, affect our emotions, change the way we live, interact subliminally with our psychological state, and shape the future of humanity. At the end of the year, each student crafts a final project of his or her choosing, exploring one aspect of new media or technology that we have covered in our class.

COSTUME PRODUCTION (1x per week)

Students study costume by learning to sew by machine and by hand. In addition to learning different sewing techniques, students learn about costume history, pattern-making, and draping. They are encouraged to draw costumes and personal design ideas. Students construct costumes for each middle school theater production, as well as work on several personal projects.

DANCE FUSION (1x per week)

Designed for fifth and sixth grade boys and girls at both beginning and intermediate levels of dance, this course requires no previous experience - but you have to like to move! Combining action-packed movement games, dance techniques, and experiments in how to make dances, this course may feature sections on swing dancing, hip-hop, and/or jazz. Everyone from athletes to actors to artists will enjoy this course!

PUPPETRY (1x per week)

This class is for students who want to learn how to build many different styles of puppets: rod puppets, marionettes, hand puppets, and life-size body puppets for the annual *Puppet Parade*. Students who want to put a puppet show together are welcome to do so.

SIXTH SENSE THEATER (1x per week)

This course includes basic acting techniques, character work, and improvisation. Scripts of various kinds are explored, and “workshop” play performances develop from this course.

TECHNICAL THEATER (1 double period per week)

An introduction to stage carpentry and other theatrical craftsmanship, Technical Theater is both a practical and a theoretical course. Carpentry, electrics, audio, and effects lectures act as groundwork for hands-on experience with power tools, lighting equipment, and sound gear. Students work side-by-side with their teachers, developing basic stage construction skills, building flats and platforms, creating props, and painting, all the while adhering to stage etiquette in this productive environment. We encourage and welcome students who wish to extend themselves further to apply for a position on a production running crew.

Please note that being a member of a running crew requires time outside of class, along with the need to miss other classes during production. Also, please be aware that due to size limitations and safety considerations, enrollment priority will be given to seventh and eighth graders.

SPECIALTY COURSES

POETRY (1x per week)

A workshop—a place where things are made with tools. We experiment; we play with words, ideas and the devices people use to make poems. We make poems.

*The ink
Blots out
Words.
As the past,
Comes to an
End,
We remember
Incredible
Things*

– Lola J.

6TH GRADE: MUSIC

“Music is a higher revelation than all wisdom or philosophy.”

–Beethoven

OVERVIEW

Many sixth grade students continue studying the instrument they began playing in fifth grade. Two years of study enables a fuller learning experience that prepares each young musician for future participation in chamber music groups, classical ensembles, or jazz ensembles. Sixth grade students may also begin percussion, and/or sign up for *Music Lab* and *Middle School Singers*. String instrumentalists are welcome to participate in *Camerata*. Participation in a music class is required unless permission from the Assistant Head of the Upper Middle School and the Music Chair is granted to pursue an ongoing commitment to musical instruction outside of school.

PARTICULARS

Students are placed in small classes.

While Saint Ann’s provides instruments for all fifth graders, sixth grade students may rent instruments from the school for a yearly fee of \$175. No child is prevented from renting an instrument due to financial need. Parents may call Mindy Schefen, Saint Ann’s Director of Finance and Administration, to discuss financial arrangements.

Using the elective sheet, students should indicate if their desire is to continue studying their current instrument, and/or select music electives, making a first, second, and third choice. The department will make every effort to see that each student receives his or her ongoing instrument, taking section sizes and scheduling considerations into account.

During the third year of instrumental study students who participate in mixed-instrumental ensembles are strongly encouraged to supplement class time with private lessons (the department can provide a list of private teachers to students and parents). These lessons are a crucial part of participation in our instrumental ensemble and chamber music programs. Students’ ongoing progress is evaluated through checklist and anecdotal reports, and each spring we assess instrumental students to ensure appropriate placement for the following year.

INSTRUMENTAL STUDY

Students in the instrumental study program must either provide their own instruments or rent them from the school. All music classes meet twice a week.

BEGINNING I: PERCUSSION

Students may choose percussion for beginning group lessons. *Students are expected to practice at least fifteen minutes a day.*

CONTINUING II: CLARINET, FLUTE, FRENCH HORN, OBOE, PERCUSSION, TRUMPET

These courses are a continuation of first year instrumental classes. In the second year of study, *students are expected to practice at least twenty minutes a day.* Students who anticipate wearing braces should discuss with their teacher how they may affect their technique when the time comes.

PERFORMING ENSEMBLES

The Music Department offers the following large ensembles to sixth graders based on student needs and interests. Speak with your current instrumental teacher if you want to know more about any group. Once enrolled in any instrumental ensemble, the Music Department strongly encourages students to engage in private lessons; the expectation is for all students to be proficient in reading and sight singing as determined by the department. Please note that performing ensembles are subject to change from year to year, depending on the musical level and number of participating students.

Choral

MIDDLE SCHOOL SINGERS (2x week)

Any sixth, seventh, or eighth grader may join this choral group. This performing ensemble focuses on strengthening the singing voice and developing the ability to part-sing independently. We perform music in different languages, styles, and levels of difficulty. *Please note that one of the class meetings may take place during a lunch period.*

Instrumental

CAMERATA (2x week)

This class is open to any student who currently studies a string instrument privately, or who has participated in the Saint Ann's strings instruction program. This group plays a broad range of musical styles to develop ensemble and listening skills. Students must provide their own instruments or rent them from the school. Please note that because this class is of mixed instrumentation, and the focus is on developing musicianship and ensemble skills, rather than technique particular to each instrument, students are strongly encouraged to supplement class instruction with private lessons.

MUSIC TECHNOLOGY

MUSIC LAB I (2x week)

An exploration of basic composition, production, and keyboard musicianship through the use of electronic musical instruments, computers, and a variety of compositional, production, and instructional software. Students develop increased fluency in note-reading, ear-training, listening, keyboarding, and music vocabulary.

A New Group

Walking in

It feels uncomfortable

Making light conversation with the coach -- a clarinet

Then staring at the new flute

And at the cello whom you do not yet know.

Looking at the music

Noticing it is by a woman

Celebrating quietly.

The flute cues

Then putting fingers to the piano

I play.

–Una R.

7TH & 8TH GRADE: GENERAL INFO

Registration for your final two years of Middle School is similar to previous years - there are just many more choices! Current sixth and seventh grade students meet with the Head of the Middle School to review their selections. You are welcome to drop by the Middle School office with questions before or after your individual meeting. As always, your parents should feel free to call or email our office with their questions and concerns.

REQUIREMENTS FOR SEVENTH & EIGHTH GRADE STUDENTS

- Art:** Students are automatically scheduled into an art class.
- Health:** Seventh and eighth grade students are scheduled into a *Health* class meeting once each week. Please see the next page for more information.
- Language:** Students must take at least one foreign language course.
- Math:** **Eighth** grade students take *Algebra I*, a High School level course, for credit. See page 36 for more information.
- Music:** Students must take at least one music course, or demonstrate an ongoing commitment to musical instruction outside of school as approved by the Head of the Middle School and the Music Department Chair
- Rec. Arts:** Our goal is to provide all Middle School students with at least two periods of instructional physical activity each week.
- Theater:** Students must choose at least one course. Unlike in past years, 7th and 8th graders are not automatically placed in a theater class. Instead, students have a wide variety from which to select. Wide enough, in fact, that it is possible for a student to satisfy our theater requirement without necessarily finding an “acting” class on their schedule.

Except for extreme cases as determined by the Head of the Middle School, students may not withdraw from classes after October.

7TH & 8TH GRADE: HEALTH

SEVENTH GRADE

7th grade *Health* addresses many of the “influences” 7th graders must navigate. Topics such as social pressure, substance use, and eating issues are addressed in this context. The seventh grade curriculum also covers stress, depression, and anxiety, and looks at sexual orientation and gender identities. Every student is scheduled into a weekly *Health* class.

EIGHTH GRADE

Eighth grade students are presented with a comprehensive approach to studying sexuality, nutrition, tobacco, alcohol and drug use, identity, communication, technology, and decision-making. The goal is to provide students with concrete and accurate information so that they can make the best personal choices for themselves both now and as they transition into high school next year. Every student is scheduled into a weekly *Health* class.

*the rest of the crowd smiles at the baby birds
breaking out of their shells
and just then the rhythm changes
now it is calm and sprawling
and the crowd now dances
with a fluidity that is almost unhuman
and their faces relax
and they sway their long bodies around,
and the song of our past
blasts in our ears*

–Tess A-M.

7TH & 8TH GRADE: LANGUAGES

A BRIEF HISTORY

The study of language is first introduced at Saint Ann's in the Lower School as Language Arts. In fourth grade the Language Structures program takes formal charge of language studies in a three-year sequence, beginning with the structures and history of English and culminating in the sixth grade in a comprehensive investigation of grammar, including the grammar of English and Latin.

WHAT TO EXPECT

The formal study of a foreign language begins in seventh grade. Students may choose from a variety of classical and modern languages, all of which continue through High School. The following choices are available to seventh graders: *Ancient Greek*, *Chinese*, *French*, *Latin*, and *Spanish*. To take *Ancient Greek*, students need the permission of both the Classics Department Chair and the Head of the Middle School. Students may elect to study one or two foreign languages at a time. Those seventh grade students who opt to study a second language should do so carefully: this is a decision that involves a commitment to a sixth, full-time academic class. It is important that students be prepared for the extra work this entails. Eighth grade students wanting to add a second language should discuss this choice with the Head of the Middle School.

Please note that except in rare cases, seventh graders may not take more than two languages. If you are planning for eighth grade, you will most likely continue with your current language choice(s).

Students may not select both *French* and *Spanish* simultaneously, as the many similarities between the two languages can lead to confusion. We want students to solidly establish the fundamentals of one language before beginning the other. In rare cases in which a student has studied either language *formally* and successfully for at least two years, he or she may consult with the Romance Languages Department chair. Exceptionally committed and organized eighth grade students may elect to study *Japanese*, but not if it will be their third language, and only with the permission of the Classics Department Chair and Head of the Middle School.

The Middle School foreign language program is best utilized by those students who pursue their chosen language(s) for *two full years*. As a result, I encourage you to think carefully about your choices, and to be prepared to *stick with your selection(s) through eighth grade*.

EXTRA HELP

French and Spanish language students may make use of our Language Room when their teachers feel this extra support is necessary. This instruction is offered free of charge by department faculty (or the Middle School learning specialist, when appropriate), is scheduled during the school day, and lasts only as long as a teacher feels it is necessary.

All language classes meet four times per week.

ANCIENT GREEK I

The aim of this course is to introduce students to the basic forms and syntax of classical Greek. Memorization of forms and vocabulary are stressed in order to facilitate the reading of classical Greek texts as quickly as possible, such as selections of readings from the New Testament, from Xenophon's *Anabasis*, and from Plato. *Please note that Ancient Greek requires the permission of both the Head of the Middle School and the Classics Department Chair*

CHINESE I

The aim of this course is to introduce students to Mandarin Chinese, while increasing awareness and understanding of Chinese-speaking cultures through songs, poems, and calligraphy. We emphasize Pinyin, a spelling system that helps students learn how to pronounce words. We also focus on the four tones, while regularly introducing essential sentence structures, useful expressions, and vocabulary. The practice of the four tones, based on students' mastery of Pinyin, ensures their pronunciation of words and sentences with an accurate accent. Students learn close to 350 Chinese characters during the year. Topics include Chinese names, friends, schools, nationalities, families, occupations and work-places, numbers and dates, birthdays, countries and languages, and modes of transport. There is a CD included with the textbook so students can listen to lessons at home..

FRENCH BEGINNER I

This course introduces students to the fundamentals of French. Immersed in the language from the first day, students learn basic conversational vocabulary (greetings, introductions, weather and time) as well as an assortment of useful vocabulary for talking about family, friends, school, food, clothes, travel and cultural outings. Students study the essentials of French grammar: nouns, articles, pronouns, verb tenses and sentence structure. All four language skills (listening, speaking, reading and writing) are emphasized through a variety of class activities. In addition to daily conversation and daily oral and written practice exercises, students write and present dialogues and sketches, sing songs, read poems and short tales, and watch a short French film or two. By year's end, students are able to carry on an elementary conversation in French and read and write simple sentences.

LATIN BEGINNER I

Latin originated in the Italian peninsula some three thousand years ago and developed to become at one point the most important language in Europe and the Mediterranean basin. Its profound influence is still felt today not only in its daughter languages but also in English. In this class students learn the basics of Latin -- they discover its parts of speech and grow familiar with the ways Latin represents simple thoughts. Students learn to read Latin sentences and begin to acquire the skills to read real Latin confidently. In doing so students begin to appreciate a world utterly foreign but nevertheless connected deeply to the cultures of Europe, North Africa, and the Middle East. Moreover, *Latin Beginner I* students set themselves up to read diverse Latin authors in the original language throughout their high school years at Saint Ann's.

SPANISH BEGINNER I

This course introduces students to the fundamentals of Spanish. Immersed in the language from the first day, students learn basic conversational vocabulary (greetings, introductions, weather and time) as well as an assortment of useful vocabulary for talking about family, friends, school, food, clothes, travel and cultural outings. Students study the essentials of Spanish grammar: nouns, articles, pronouns, verb tenses and sentence structure. All four language skills (listening, speaking, reading and writing) are emphasized through a variety of class activities. In addition to daily conversation and daily oral and written practice exercises, students write and present dialogues and sketches, sing songs, read poems and short tales, and watch a short Spanish film or two. By year's end, students are able to carry on an elementary conversation in Spanish and read and write simple sentences.

*I feel a bubbly hot anger rising
in my chest
and I want to burst out, call them out,
make sure everyone knows their wrongdoings,
justice to all,
but another voice in my head tells me to
keep it all in,
contain your emotions.
Don't be that crazy lady who loses
it over someone taking the last cookie.*

–Gabriella B.

7TH GRADE: ELECTIVES

ART

Students are automatically scheduled into a mixed media fine arts course that meets twice a week. This course explores visual expression through a wide range of materials, media, and dimensional formats. A variety of technical and conceptual approaches are introduced and practiced throughout the middle school years. The artist within is nurtured, challenged, and strengthened.

DRAWING TECHNIQUES (1x per week)

This course is designed for Middle School students who have a special interest in developing their drawing skills. We learn to create three-dimensional objects in a two-dimensional space through the use of highly technical approaches like perspective and value. We “draw from the inside out” by breaking complicated objects down into more manageable shapes, and apply our understanding of these techniques to advanced exercises ranging from architectural drawing to observational figure drawing and portraiture, and everything in between. Throughout the year we become familiar with a variety of drawing methods and media, and students have an opportunity to develop and share their own individual drawing styles in a fun and collaborative environment. Anything is possible with just a pencil and a piece of paper!

COMPUTER

We are surrounded by science fiction — portable computers, artificial intelligence, 3D printing, electronic games, nanotechnology, big data, etc... — and our courses show students how to be more than just consumers or users: they learn to be independent creators on computers, able to control and help shape the tools of today and tomorrow. Using software that runs similarly on Mac, Windows, Unix/Linux, and tablet computers, our courses teach a range of topics including programming, graphics, circuitry, web, spreadsheet analysis, logic, and other skills that are useful for doing everything from analysis to artwork. Classes meet twice weekly (unless otherwise noted) using desktop and tablet computers.

COMPUTER II (2x per week)

Introduction to computers through creative projects including drawing, animation, web page creation, programming, word processing, music, databases, spreadsheets, and touch-typing. In addition, students are introduced to the basics of Google Docs, Calendar, and Sites. Students often build haunted houses, adventure games, and personal web sites. Students creatively express ideas and solve problems relevant to their work at Saint Ann's. *Prerequisite: None.*

COMPUTER III (2x per week)

A continuation of Computer II with more advanced material. Students in the past have built colorful video games, language translators (English to Spanish, for example), interactive maps, and digital movies. *Prerequisite: Computer II, any programming class, or instructor's permission.*

COMPUTER ANIMATION (2x per week)

Let's make a sequence of images have the illusion of life — tell a compelling story, grab attention and emotion, perhaps defy the laws of physics, or create abstract motion. Furthermore, let's study principles of animation, so our stories are easy to follow and the characters don't seem "off." We will learn the basics — planning, walk-cycles, timing, lighting, 3D modeling, and stop motion — using the computer, storyboards, drawings, cutouts, and puppets. Students also view and discuss the work of other animators.

Prerequisite: Computer I or Programming I, or instructor's permission.

3D PRINTING (2x per week)

3D printers are personal fabrication tools that let us become producers, inventors, and artists in our evolving modern world of technology. Students design, invent, test, and modify their designs, like good engineers, and turn their ideas into real objects using various 3D modeling techniques and tools. *Prerequisite: none.*

PROGRAMMING I (2x per week)

Introduction to logic and computer languages: requires concentration and experimenting. You won't spend much time drawing pictures, but instead will write "code" programs using words and graphical programming blocks. Typical projects including making objects fly about the screen, perhaps with parachutes and keyboard control.

Prerequisite: Computing I or instructor's permission.

PROGRAMMING II (2x per week)

A continuation of Programming I with more advanced material, including the Java language.

Prerequisite: Programming I or instructor's permission.

PROGRAMMING I INTENSIVE (4x per week)

Explore the science and art of computer programming. Learn important problem-solving strategies including designing, flowcharts, breaking problems into pieces (modules), and starting small before improving. This intensive class meets four periods per week and is for students who want to master fundamental programming concepts which include loops, variables, procedures, input, output, conditionals, and data structures. Assignments allow students to control graphics, sounds, and data while also encouraging them to think creatively, reason systematically, and work collaboratively.

Prerequisite: Computing I or instructor's permission.

PROGRAMMING II INTENSIVE (4x per week)

This course is a continuation of Programming I with more advanced material, including the Java language, meeting four times per week to cover more ground.

Prerequisite: Programming I or instructor's permission.

GAME PROGRAMMING (2x per week)

Designing computer games is tricky: you have to arrange the controls (user interface), and also think about programming (coding), story, culture, modeling, and implementation. We will have to learn the logic and beauty of code to build usable computer games that might even be fun and good-looking. We will talk about human/computer interaction, emotional

themes, graphic design, sound effects, game aesthetics, role-playing, puzzles, interactive fiction, and 3D modeling. Past courses have used Blender, Unity3D, Livecode, and even Scratch sometimes. *Prerequisite: Programming I or Physical Computing.*

IPHONE PROGRAMMING (2x per week)

Learn how to program with Swift, Interface Builder, and XCode on the iPhone/iPad's unix-based operating system. Understand the way iPhone applications work and how to build them. Actively and creatively explore this field of little computers using the iPhone as the main research platform. **No iPhone required.** *Prerequisite: one year of programming (ideally two) or permission from the department.*

PHYSICAL COMPUTING I (2x per week)

Learn how to control a computer without mouse, keyboard, or monitor: (What? Is this possible? ... Yes!) We will use microcontrollers — single-chip computers that fit in your hand — and write interactive programs that tell them to convert movement into digital information. Hook together resistors, capacitors, diodes, transistors, and sensors so that you can, for example, wave your fingers to turn lights or motors on. *Prerequisite: Computing 1 or Programming I, or instructor's permission.*

PHYSICAL COMPUTING II (2x per week)

Students connect microcontrollers (hand-held computer circuit boards) and transducers to make devices respond to a wide range of human physical actions. We build projects from schematic diagrams, make programs based on class examples, and make devices talk to one another. Topics may include: networking protocols and topologies; mobile objects and wireless networks; digital logic and numbering systems. Students create a digital portfolio to document their work and research. *Prerequisite: Physical Computing I or instructor's permission.*

*I lose my grip and fall down
You walk over, calm fading from your face
I laugh
Trying to save you
Even though I was the one who fell.*

—Raimi B.

MATHEMATICS

MATHEMATICAL ART (2x per week)

Come make beautiful things with math! See countless examples of gorgeous art, simple art, clever art, and mind-blowing amazing art, all made from mathematical ideas. Drawings, sculptures, computer-aided designs, video, pieces of music, and performances are all fair game - everything from M.C. Escher and symmetric patterns to origami, string art, dancing, and much, much more! At every step we also work on our own mathematical art and incredible creations in a collaborative workshop environment. *NB: We often meet during one lunch period.*

MATHEMATICAL PUZZLES AND GAMES (2x per week)

Do you enjoy working on geometric puzzles? Are you intrigued and amused by the art of M. C. Escher? Would you like to learn more about the origins and development of puzzles, and try out lots of fun mathematical games? Do you want to understand the mathematics behind card games such as Cribbage, Spades, Euchre, Canasta, Contract Rummy, and Blackjack, or board games such as Backgammon or Blokus? Whether you are interested in Tangrams (the world's first puzzle craze,) more modern recreations such as Hex and polyominos, or understanding popular games of chance from a mathematical perspective, this is the course for you. This class offers the opportunity to work on a wide variety of mathematical puzzles and games, to develop your own strategies, and to create original puzzles and games. *NB: We often meet during one lunch period.*

MATHEMATICS RESEARCH (2x per week)

In this class students are to be exposed to numerous open-ended problems in number theory, logic, geometry, algebra, and many other topics. In the course of the year they choose a problem from one of these avenues of study to pursue independently. By engaging in individual research on their own problems, students have the chance to pursue their own ideas, follow their curiosity, and experience firsthand both the joys and the frustrations of creative mathematical work. Towards the end of the course, students write a paper describing the question they have explored and the results they have found. They also prepare a poster board presentation of their work to be presented at the Saint Ann's Math Fair in the spring.

Students interested in this course must be exceptionally self-motivated, and must relish taking on difficult questions on their own. Permission of the Mathematics Department is required to take this course. Students are asked to complete a questionnaire in the Spring to help the Department assess potential interests and area of study.

PROBLEM SOLVING (2x per week)

Problem Solving is an interactive and fun class for sixth, seventh, and eighth graders who love solving math problems, and is especially suitable for students interested in participating in mathematical contests such as MathCounts and the AMC 8. Students will explore and develop efficient problem solving strategies involving arithmetic, logic, geometry, algebra, and trial and error. Problem Solving is not intended to help students "get ahead" in the math curriculum, but rather to supplement an established or burgeoning love of mathematics. NB: We often meet during one lunch period.

RECREATIONAL ARTS

Ideally every Upper Middle School student will have at least two Recreational Arts classes each week: one traditional gym, and either a second one or another offering by the department. Students may select additional courses as part of their recreational arts requirement.

FENCING I (1x per week)

An introduction to the sport of fencing, including basic technique and conditioning. Also included are execution of simple attacks and defensive actions, with special emphasis on developing proper form.

KARATE I (1x per week)

This course offers a serious, non-intimidating approach to traditional martial arts. Students begin with basic punches, kicks, and blocks, and then progress to forms and other basics on their way to sparring. The primary emphasis is on karate as a sport and martial art, although confrontation training and self-defense applications are also covered. A gi (karate uniform) is both required and provided.

KARATE II (1x per week)

This course is for students who have completed one year of karate at Saint Ann's. It focuses on material for the yellow-belt rank and above. A gi (karate uniform) is both required and provided.

MIDDLE SCHOOL EXERCISE (1x per week)

This course provides an introduction to various forms of exercise and conditioning which may include strength and cardiovascular training, fitness walks, climbing, yoga, group games, and sport skills.

SCIENCE

FOOD AND YOU (2x per week)

In this course we investigate the chemical properties of food, the effect of diet on health, the sensory evaluation of food, metabolic disorders, food contamination, food engineering, and the food industry. The curriculum is highly student driven. We tackle topics such as: Is organic food really healthier than non-organic food? What are the pros and cons of GMOs? Is there any validity to the 5 second rule of dropped food? Why do we like sweets? Why don't some kids like eating vegetables? What is gluten and why are so many people going gluten-free? A hands-on, lab based approach to the subject helps students become informed foodies as they learn about the scientific world of food!

MACHINES (2x per week)

Machines use or produce mechanical energy to perform a specific task. What that task is or how it is accomplished allows for an infinite variety of forms and functions. Explore energy transformations by building machines of your own invention. Work in teams to solve a variety of challenges by harnessing potential energy in a variety of forms (gravitational, electrostatic, chemical, etc.) and converting it to kinetic energy, sound, or light. Will your machine be practical, whimsical, elegant, beautiful, brilliant, bubbly, or just plain bizarre? While students will

learn the physical theories necessary to understand the challenges posed and the solutions that are invented, the focus of this course will be to build, design, explore, and experiment.

SUSTAINABLE EARTH (2x per week)

How can cows create electricity? How can we use technology to clean up ocean garbage patches? In this course we explore the ways ecosystems themselves can inspire solutions for environmental challenges. Topics range from oyster bed water filtration to the technologies developed through biomimicry. For example, how dragonfly wings serve as a blueprint for wind turbines. We design and experiment with alternative energy models as a response to the challenges of the Earth's changing climate. We also study how nature responds to changing environmental conditions, and try our hand at growing plants that filter air and water pollutants. This hands-on course also includes field trips to sites around the city.

THEATER

Seventh grade students must choose at least one theater class.

ACTING THROUGH THE AGES (1 double period per week)

From the beginning of time people were actors and storytellers. There was also quite a bit of combat happening, too. In this course we work our way through a timeline of theatrical styles, playing characters, rehearsing and performing scenes and monologues, and learning some stage combat skills. We work toward physicalizing the energy and emotions contained in each genre. We meet up with the clowns of some ancient Roman comedies, the most complicated villains, dreamers and fighters of the Shakespearean era, and the nineteenth century's most melodramatic families. If we make it to modern times, we'll investigate screenplays, soap operas and recent Broadway revivals.

AFRICAN DANCE (1 double period per week)

This course offers an exciting introduction to the joys and complexities of traditional West African music, rhythms, culture and dances. Come one, come all!

THE ART OF COMEDY (1 double period per week)

Comedy improvisation and slapstick have as their roots the popular street theater of sixteenth century Italy known as Commedia dell'Arte. In this exciting introduction to comic acting and theater history, students create characters through mask work, develop funny walks, learn to juggle, and try their hand at comedy writing and directing. While students explore this spirited and physical style of theater, they continue to work with the improvisation exercises and theater games of contemporary theater. This course is open to those interested in ensemble work, silliness, and risk-taking. Workshop performances develop from this course.

COSTUME PRODUCTION (1x per week)

Students study costume by learning to sew by machine and by hand. In addition to learning different sewing techniques, students learn about costume history, patternmaking, and draping. They are encouraged to draw costumes and personal design ideas. Students construct costumes for each middle school theater production, as well as work on several personal projects.

DOUBLE THEATER (1 double period per week)

This more advanced theater class is offered to students who show intense interest in acting; it is for those who just can't get enough performance time from a single class period! The course includes improvisation, character work, monologue work, and scene study with texts. An array of scripts and texts are explored, and ensemble work is encouraged as we work on the development of technical skills and exploring new creative approaches. Workshop performances of scenes or a short play will emerge from this course. A trip or two will be scheduled if an appropriate show is in production.

HIGH VELOCITY DANCE (1x per week)

This is an exciting course, jam-packed with skills, fitness, and combinations. The various dance styles covered may include: swing, jitterbug, modern, jazz, salsa, ballet, tap, hip-hop, and musical theater dance. There are opportunities for students to create their own choreography, perform, and collaborate on a dance video unlike any they have ever seen! No previous dance experience is required. Athletes, gymnasts, actors, and artists will all enjoy this class!

PLAYWRITING (1 double period per week)

This is a workshop course in which students read their work to each other, and then discuss and improvise on the material presented. By the end of the course, each student has written a one-act play that is presented as a staged or semi-staged reading at the Middle School Playwriting Festival. *Please note that this one semester course ends in January.*

PUPPETRY (1x per week)

This class is for students who want to learn how to build many different styles of puppets: rod puppets, marionettes, hand puppets, and life-size body puppets for the annual *Puppet Parade*. Students who want to put a puppet show together are welcome to do so.

PUPPETRY PRODUCTION (1 double period per week)

This class is for more advanced puppetry students who want to continue exploring and building different styles of puppets while taking their puppet-building skills to a higher level. Students who want to create a puppet show together are welcome to do so. *Prerequisite: two years of puppetry.*

PUPPETRY AND PERFORMANCE (1 double period per week)

This class is about making puppet plays. It covers every element of the process: the writing and adaptation of scripts, as well as the design and making of puppets and scenery and performance. The emphasis is on the process more than on creating polished, finished works. It is a collaborative laboratory. Every puppet made will be used in a puppet play. Shadow puppets and hand puppets can be made to use in different roles. Source material may include fairy tales, published puppet plays, short stories and our students' creative experiments.

TECHNICAL THEATER (1 double period per week)

An introduction to stage carpentry and other theatrical craftsmanship, Technical Theater is both a practical and a theoretical course. Carpentry, electrics, audio, and effects lectures act as groundwork for hands-on experience with power tools, lighting equipment, and sound

gear. Students work side-by-side with their teachers, developing basic stage construction skills, building flats and platforms, creating props, and painting, all the while adhering to stage etiquette in this productive environment. We encourage and welcome students who wish to extend themselves further to apply for a position on a production running crew.

Please note that being a member of a running crew requires time outside of class, along with the need to miss other classes during production. Also, please be aware that due to class-size limitations and safety considerations, enrollment priority will be given to seventh and eighth graders.

THEATER WORKSHOP (1x per week)

Step into somebody else's shoes. This course includes basic acting techniques, improvisation, theater games, scene and monologue work, and character exploration. Scripts of various kinds are investigated, and "workshop" performances develop from this course. Come explore your silly and serious sides. If you only have one period to devote to theater or you have room for a little extra theater in your schedule, this fun and action-packed course is for you!

SPECIALTY COURSES

ORATORY AND RHETORIC (1x per week)

Students learn to deliver two-minute speeches, mostly unscripted, on a wide range of themes. Various debate subjects, as well as age-old rhetorical methods taken from classical schools of rhetoric, and still used by our more literate politicians, are explored by the group. Students invent, set, and artfully articulate their own ideas. In the spring, students are invited to test their speaking skills and legislative proposals at the *Packer Model Congress*. This course is open to anyone with mental stamina and a desire to speak in a formal setting.

POETRY (1x per week)

A workshop—a place where things are made with tools. We experiment; we play with words, ideas, and the devices people use to make poems. We make poems.

7TH GRADE: MUSIC

“Music is a higher revelation than all wisdom or philosophy.”

–Beethoven

OVERVIEW

Seventh grade students may continue with the instrument they chose in fifth or sixth grade, and/or they may begin bassoon, guitar, saxophone, or trombone. Students may also choose a non-instrumental course. Participation in a music class is required unless permission from the Head of the Middle School and the Music Chair is granted to pursue a musical commitment outside of school.

PARTICULARS

Students are placed in small classes.

Students may rent instruments from the school for a yearly fee of \$175. No child is prevented from renting an instrument due to financial need. Parents may call Mindy Schefen, Saint Ann’s Director of Finance and Administration, to discuss financial arrangements.

Each student should carefully choose a first, second, **and** third choice of music class.. The department will make every effort to see that each student receives his or her first choice, given the number of sections available in each instrument category.

During the third year of instrumental study students are *strongly encouraged* to supplement class time with private lessons (the department can provide a list of private teachers to students and parents). These lessons are a crucial part of participation in our instrumental ensemble and chamber music programs. Students’ ongoing progress in their classes is evaluated through checklist and anecdotal reports, and each spring we assess instrumental students to ensure appropriate placement for the following year.

The Music Department appropriately places students wishing to begin ensemble study. While the specific number and composition of ensembles will inevitably change from year to year, for the upcoming year students may choose *Brass Techniques*, *Camerata*, *Jazz Techniques*, or *Woodwind/Percussion Techniques*. Auditions are required for any students *beginning* in any ensemble.

All music classes meet twice a week. Each student should carefully choose a first, second, **and** third choice of music class. The Music Department makes every effort to see that each student receive his or her first choice, given the number of sections available in each instrument category.

MUSIC TECHNOLOGY

MUSIC LAB I (2x week)

An exploration of basic composition, production, and keyboard musicianship through the use of electronic musical instruments, computers, and a variety of compositional, production, and instructional software. Students develop increased fluency in note-reading, ear-training, listening, keyboarding, and music vocabulary.

MUSIC LAB II (2x week)

A course for students who have already taken *Music Lab I*, *Music Lab II* continues the development of skills and techniques learned in the first year of study. However, importantly, this class focuses on the developing of keyboard skills above other musical endeavors in the music lab. The overall focus of this class becomes the development of musical skills that are required to move forward as a music technologist. Pianists should consult the instructor about moving into the *Advanced Music Lab* class.

MUSIC HISTORY & LITERATURE

WORLD MUSIC (2x week)

In *World Music* we travel back in time, before the internet connected us globally, allowing for fascinatingly diverse musical cultures to bloom. We explore music from various African cultures, the music of the Indian subcontinent, Chinese and Japanese classical music, music of native Americans, from South and Central America, and from island cultures including Australia and the South Pacific. We embrace the vast resources of the internet to bring these distant musical cultures closer.

INSTRUMENTAL STUDY (BEGINNING I, CONTINUING II,III)

Students in the instrumental study program must either provide their own instruments or rent them from the school.

BEGINNING I: BASSOON, GUITAR, SAXOPHONE, TROMBONE (2x week)

Students may choose one of these four instruments for beginning group lessons. Students who anticipate wearing braces should discuss with their teacher how they will affect their technique.

Trumpet students please note: in general it is easy to make the transition to trombone! But all are welcome!

CONTINUING II: ADVANCED GUITAR, PERCUSSION II (2x week)

These courses are a continuation of the first year classes on these instruments. In their second year of study, *all students are expected to practice their instrument at least twenty minutes a day.*

PERFORMING ENSEMBLES

*The Music Department offers the following ensembles based on both student need and interest. If you are interested in joining an ensemble, we recommend you select two from the following choices. Speak with your current instrument teacher if you want to know more about any group. Please note that because ensemble classes are of mixed instrumentation, and because the focus is on developing musicianship and ensemble skills rather than the technique particular to each instrument, students enrolled in instrumental ensemble classes are **strongly encouraged** to supplement class instruction with private lessons. The expectation is for all students to be proficient in reading and sight singing.*

All performing ensembles are subject to change from year to year depending on the number and musical level of all participating students. Auditions are required for any student interested in joining a large ensemble for the first time.

Choral

MIDDLE SCHOOL SINGERS (2x week)

Any sixth, seventh, or eighth grader may join this choral group. This performing ensemble focuses on strengthening the singing voice and developing the ability to part-sing independently. We perform music in different languages, styles, and levels of difficulty. *Please note that one of the class meetings may take place during a lunch period.*

Instrumental

BRASS TECHNIQUES (2x week)

Horn and trumpet students beginning their third or fourth year of brass study are combined into one ensemble. Playing in two, three, and four-part harmony, students explore ensemble playing while at the same time building solid fundamentals of technique and musicianship. *Private lessons are strongly encouraged for students in this class.*

CAMERATA (2x week)

This class is open to any student who currently studies a string instrument privately or who has participated in the Saint Ann's strings instruction program. We play a broad range of musical styles to develop ensemble and listening skills. Students provide their own instruments or rent them from the school.

Please note that because this class is of mixed instrumentation, and the focus is on developing musicianship and ensemble skills, rather than technique particular to each instrument, students are *strongly encouraged* to supplement class instruction with private lessons.

WOODWIND/PERCUSSION TECHNIQUES (2x week)

In this introduction to ensemble playing, third-year students of flute, oboe, clarinet, and percussion meet once a week with the teacher of their specific instrument to work on tone, technique, rhythm, and intonation. The other period is a tutti rehearsal where all of these instruments play together in three, four, and maybe even five part harmonies! Join us to explore ensemble playing, while at the same time building a solid technique. *Private lessons are strongly encouraged for this class.*

JAZZ TECHNIQUES (2x week)

This class is for all instrumentalists, and focuses on jazz improvisation and ensemble playing. Instruction in basic scales and chords provides a vocabulary for improvisation. Students are introduced to the jazz repertoire. All instrumentalists and vocalists should be able demonstrate a grasp of major and minor scales and chords as well as good reading skills. Except for piano, electric bass, and drums, students must provide their own instruments or rent them from the school. *Audition required, and once enrolled private lessons are strongly encouraged for students in this class.*

Please Remember:

Because ensemble classes are of mixed instrumentation and the focus is on developing musicianship and ensemble skills, rather than technique particular to each instrument, students enrolled in instrumental ensemble classes are *strongly encouraged* to supplement class instruction with private lessons. The expectation is for all students to be proficient in reading and sight singing.

*a mind is like a room
and finally
I invited you in,
held your hand and let you.
It's finally clean
clean enough for you to see.
There is still
a mess
shoved in a corner or closet.
I apologize
and you say
it's ok.
We all have a mess somewhere
at least I'm here.*

–Jessina N

8TH GRADE: ALGEBRA I

All eighth grade students take *Algebra I*, a high school level math course. Completion of this course results in credit appearing on a student's high school transcript. Should a student fail to demonstrate mastery of the material through a combination of class participation, homework, quizzes, and tests, he or she is obligated to either retake Algebra I elsewhere or repeat the course in ninth grade. Credit is determined by the teacher near the end of the school year, and students and parents will be notified of the possibility of no credit in advance of this determination, giving them ample time to address the issue.

In *Algebra I*, students learn to generalize the laws of arithmetic and perform the four operations on variable expressions. They develop their ability to model and solve word problems by assigning variables to unknown quantities and determining the precise relationship between constant and variable terms. Students apply the laws of equality in order to solve a wide variety of equations and proportions. Through the process of graphing the solution sets of linear equations on the Cartesian plane, students gain familiarity with the concepts of slope and intercept. They find simultaneous solutions to systems of equations and apply factoring in order to find the roots of quadratic equations. All of these activities promote both arithmetic and algebraic fluency.

*The bricks were cracked
an unsteady sea
shifting pieces.
The key clicked
stuttered than started
a crunch of dried bones
kicking up dust
the houses getting clothed
a second skin of city streets
filling in the fissure between
dead skin and
old concrete.*

–Ayla S.

8TH GRADE: LANGUAGES

WHAT TO EXPECT

As an eighth grade student, you will most likely continue with your current language choice(s). However, it is possible to add or drop a language in your final year of middle school.

Eighth grade students who wish to add a second or third language must discuss this choice with the Head of the Middle School. Remember, students may not take both *French* and *Spanish*, as the many similarities between the two languages can often lead to confusion. We want students to solidly establish the fundamentals of one language (through two years of study) before beginning the other. In rare cases in which a student has studied either language *formally* and successfully for at least two years, he or she may consult with the Romance Languages Department chair about taking both languages concurrently.

Our Japanese foreign language program closely resembles a college level curriculum, beginning with the introductory course. *Japanese I* is a highly rigorous and demanding course; adding it to your schedule requires permission from both the Chair of the Classics Department and the Head of the Middle School. Except in rare cases, you may only add *Japanese I* if it will be your *first or second language*. In other words, students do not study three languages if Japanese is one of them.

Parents Please Note: If you agree to let your child withdraw from his or her language course in eighth grade, please send written permission along with his or her Language Selection sheet. You may also email me at Jsmith@saintannsny.org.

*Mother kept her
secret stash
under the
ironing board*

–Amelia C.

All language classes meet four times per week.

ANCIENT GREEK I

The aim of this course is to introduce students to the basic forms and syntax of classical Greek. Memorization of forms and vocabulary are stressed in order to facilitate the reading of Ancient Greek texts as quickly as possible, such as selections of readings from Xenophon's *Anabasis*, and from Plato. *Please note that Ancient Greek requires the permission of both the Head of the Middle School and the Classics Department Chair.*

ANCIENT GREEK II

This course continues the work begun in *Ancient Greek I*. Rapid review of forms and syntax is followed by the study of more advanced syntax and vocabulary. Students will make the transition to longer, more connected texts. The year culminates in selected readings from Ancient prose authors.

CHINESE II

Having gained basic skills in listening, speaking, reading, and writing in *Chinese I*, this course provides a more intensive study of grammar and vocabulary. Students enhance their communication abilities through discussions of clothing, weather, holidays, hobbies, daily routine, school subjects and facilities, and making telephone calls. Authentic photos are included in the textbook to help students visualize the beauty of Chinese culture. There is also a CD included with textbook so students can listen to the lessons at home. An additional 250 characters, as well as more sentence structures, are introduced. *Textbook: Chinese Made Easy – Book 2*

HIGH SCHOOL CHINESE I

The aim of this course is to introduce students to Mandarin Chinese, while increasing awareness and understanding of Chinese-speaking cultures through songs, poems, and calligraphy. We emphasize Pinyin, a spelling system that helps students learn how to pronounce words. We also focus on the four tones, while regularly introducing essential sentence structures, useful expressions, and vocabulary. The practice of the four tones, based on the students' mastery of Pinyin, ensures their pronunciation of words and sentences with an accurate accent. Students learn close to 350 Chinese characters during the year. Topics include Chinese names, friends, schools, nationalities, families, occupations and workplaces, numbers and dates, birthdays, countries and languages, and modes of transport. There is a CD included with the textbook so students can listen to lessons at home. *Textbook: Chinese Made Easy - Book 1*

FRENCH BEGINNER II

Building on the fundamentals of French syntax taught in *French Beginner I*, students in this course broaden their understanding of grammatical structures and considerably extend their vocabulary base. They develop their speaking, listening, writing, and reading skills through conversational activities, written assignments, and readings of simple texts. Emphasis is placed on mastery of the present and past tenses of regular and irregular verbs, the rules of agreement, the use of the partitive, interrogatives, and all personal pronouns. Classes are taught chiefly in French, and accurate pronunciation is stressed. Activities using DVDs and audio CDs reinforce learning and encourage students to approach the language orally.

HIGH SCHOOL FRENCH I

This course is for students who are learning French for the first time, as well as for those second year students who would benefit from a full year of instruction to solidify their knowledge and usage of the fundamentals. Emphasis is placed on sentence structure and oral expression. Students work to acquire elementary conversational skills and learn vocabulary through texts and review exercises. This class also uses internet-based interactive activities to practice and retain material. Accurate pronunciation is encouraged.

JAPANESE I

This course serves as an introduction to the Japanese language. Students are asked to master two sets of Japanese phonetic syllables: 46 hiraganas and 45 katakanas, modified and combination forms respectively. Emphasis is placed on the Japanese accent system, basic Chinese characters with Japanese pronunciation, basic sentence structures, and cultural background. Even though it is an introductory course, *Japanese I* is a highly rigorous and demanding one that follows a college-level curriculum. *Please note that students who enroll in Japanese are permitted to take only one additional language.*

LATIN BEGINNER II

This course begins with a fast-paced review of the forms and syntax discovered in *Latin Beginner I*, and then quickly jumps into more complicated topics of syntax. The grammar that real Latin authors use to express complex thoughts are studied in depth -- the subjunctive, participles, subordination, comparatives, deponents, etc. By the spring, students have acquired the knowledge to begin to read excerpts from Latin authors, both Roman and medieval. In doing so, they develop the habits needed to read copious amounts of Latin in high school comfortably and confidently; moreover, they continue to gain an appreciation for life in the ancient Roman world while acquiring an understanding of the profound ways the Latin language and its cultures have influenced not only modern Europe but also the world.

HIGH SCHOOL LATIN I

This course is for students who did not take Latin in seventh grade and who are committed to learning seventh and eighth grade Latin in a single year. It focuses on the basics of Latin forms and syntax, stressing memorization in order to facilitate the reading of Latin literature as quickly as possible. Readings are selected from Cicero, Caesar, Martial and others. The course also covers background material on mythology, history, and Roman life.

SPANISH BEGINNER II

Building on the fundamentals of Spanish syntax taught in *Spanish Beginner I*, students in this course broaden their understanding of grammatical structures and considerably extend their vocabulary base. They develop their speaking, listening, writing, and reading skills through conversational activities, written assignments, and readings of simple texts. Emphasis is placed on mastery of the present and past tenses of regular and irregular verbs, the rules of agreement, the interrogatives, and all personal pronouns. Classes are taught chiefly in Spanish and accurate pronunciation is stressed. Activities using DVDs and audio CDs reinforce learning and encourage students to approach the language orally.

HIGH SCHOOL SPANISH I

This course is for students who are learning Spanish for the first time, as well as for those second year students who would benefit from a full year of instruction to solidify their knowledge and usage of the fundamentals. Emphasis is placed on sentence structure and oral expression. Students work to acquire elementary conversational skills and learn vocabulary through texts and review exercises. This class also uses internet-based interactive activities to practice and retain material. Accurate pronunciation is encouraged.

*Her hands crumpled into fists
reacting to the frustration shooting through her veins
It's obvious her love for him is rusting
just like the roof of their old house
She replays happy moments in her heart
to distract her from the thought of possible repercussions
My old umbrella failed to keep my head and shoulders dry
just like her words failed to protect his head and heart
Rain and rust became unbreakable walls in their old love*

–Addie C.

8TH GRADE: ELECTIVES

ART

All students are automatically scheduled into a mixed media fine arts course meeting twice a week. This course explores visual expression through a wide range of materials, media, and dimensional formats. A variety of technical and conceptual approaches are introduced and practiced throughout the middle school years. The artist within is nurtured, challenged, and strengthened.

DIGITAL PHOTOGRAPHY (2x per week)

An exploration of the use of digital technology within a photographic context. The intentions of the course are twofold: to explore the use of photography for image making and narrative purposes; and to explore the use of digital technology with the digital camera. *Please note: This course has a limited enrollment.*

DRAWING TECHNIQUES (1x per week)

This course is designed for Middle School students who have a special interest in developing their drawing skills. We learn to create three-dimensional objects in a two-dimensional space through the use of highly technical approaches like perspective and value. We “draw from the inside out” by breaking complicated objects down into more manageable shapes, and apply our understanding of these techniques to advanced exercises ranging from architectural drawing to observational figure drawing and portraiture, and everything in between. Throughout the year we become familiar with a variety of drawing methods and media, and students have an opportunity to develop and share their own individual drawing styles in a fun and collaborative environment! Anything is possible with just a pencil and a piece of paper!

COMPUTER

We are surrounded by science fiction — portable computers, artificial intelligence, 3D printing, electronic games, nanotechnology, big data, etc... — and our courses show students how to be more than just consumers or users: they learn to be independent creators on computers, able to control and help shape the tools of today and tomorrow. Using software that runs similarly on Mac, Windows, Unix/Linux, and tablet computers, our courses teach a range of topics including programming, graphics, circuitry, web, spreadsheet analysis, logic, and other skills that are useful for doing everything from analysis to artwork. Classes are full year and meet twice a week (unless otherwise noted) using desktop and tablet computers.

COMPUTER II (2x per week)

Introduction to computers through creative projects including drawing, animation, web page creation, programming, word processing, music, databases, spreadsheets, and touch-typing. In addition, students are introduced to the basics of Google Docs, Calendar, and Sites. Stu-

dents often build haunted houses, adventure games, and personal web sites. Students creatively express ideas and solve problems relevant to their work at Saint Ann's.

Prerequisite: None.

COMPUTER III (2x per week)

A continuation of Computer II with more advanced material. Students in the past have built colorful video games, language translators (English to Spanish, for example), interactive maps, and digital movies. *Prerequisite: Computer II, any programming class, or instructor's permission.*

COMPUTER ANIMATION (2x per week)

Let's make a sequence of images have the illusion of life — tell a compelling story, grab attention and emotion, perhaps defy the laws of physics, or create abstract motion. Furthermore, let's study principles of animation, so our stories are easy to follow and the characters don't seem "off." We will learn the basics — planning, walk-cycles, timing, lighting, 3D modeling, and stop motion — using the computer, storyboards, drawings, cutouts, and puppets. Students also view and discuss the work of other animators.

Prerequisite: Computer I or Programming I, or instructor's permission.

COMPUTER ANIMATION II (2x per week)

More and better animation. Go crazy! *Prerequisite: Computer Animation I.*

3D PRINTING (2x per week)

3D printers are personal fabrication tools that let us become producers, inventors, and artists in our evolving modern world of technology. Students design, invent, test, and modify their designs, like good engineers, and turn their ideas into real objects using various 3D modeling techniques and tools. *Prerequisite: none.*

PROGRAMMING I (2x per week)

Introduction to logic and computer languages: requires concentration and experimenting. You won't spend much time drawing pictures, but instead will write "code" programs using words and graphical programming blocks. Typical projects including making objects fly about the screen, perhaps with parachutes and keyboard control.

Prerequisite: Computing I or instructor's permission.

PROGRAMMING II (2x per week)

This course is a continuation of *Programming I* with more advanced material, including the Java language. *Prerequisite: Programming I or instructor's permission.*

PROGRAMMING III (2x per week)

This is an advanced programming course that focuses on making games and web pages. *Prerequisite: Programming II or instructor's permission.*

PROGRAMMING I INTENSIVE (4x per week)

Explore the science and art of computer programming. Learn important problem-solving strategies including designing, flowcharts, breaking problems into pieces (modules), and

starting small before improving. This intensive class meets four periods per week and is for students who want to master fundamental programming concepts which include loops, variables, procedures, input, output, conditionals, and data structures. Assignments allow students to control graphics, sounds, and data while also encouraging them to think creatively, reason systematically, and work collaboratively.

Prerequisite: Computing I or instructor's permission.

PROGRAMMING II INTENSIVE (4x per week)

This course is a continuation of *Programming I* with more advanced material, including the Java language, meeting four times per week to cover more ground.

Prerequisite: Programming I or instructor's permission.

GAME PROGRAMMING (2x per week)

Designing computer games is tricky: you have to arrange the controls (user interface), and also think about programming (coding), story, culture, modeling, and implementation. We will have to learn the logic and beauty of code to build usable computer games that might even be fun and good-looking. We will talk about human/computer interaction, emotional themes, graphic design, sound effects, game aesthetics, role-playing, puzzles, interactive fiction, and 3D modeling. Past courses have used Blender, Unity3D, Livecode, and even Scratch sometimes. *Prerequisite: Programming I or Physical Computing.*

IPHONE PROGRAMMING (2x per week)

Learn how to program with Swift, Interface Builder, and XCode on the iPhone/iPad's unix-based operating system. Understand the way iPhone applications work and how to build them. Actively and creatively explore this field of little computers using the iPhone as the main research platform. *No iPhone required. Prerequisite: one year of programming (ideally two) or permission from the department.*

PHYSICAL COMPUTING I (2x per week)

Learn how to control a computer without mouse, keyboard, or monitor: (What? Is this possible? ... Yes!) We will use microcontrollers—single-chip computers that fit in your hand—and write interactive programs that tell them to convert movement into digital information. Hook together resistors, capacitors, diodes, transistors, and sensors so that you can, for example, wave your fingers to turn lights or motors on. *Prerequisite: Computing 1, or permission from instructor.*

PHYSICAL COMPUTING II (2x per week)

Students connect microcontrollers (hand-held computer circuit boards) and transducers to make devices respond to a wide range of human physical actions. We build projects from schematic diagrams, make programs based on class examples, and make devices talk to one another. Topics may include: networking protocols and topologies; mobile objects and wireless networks; digital logic and numbering systems. Students create a digital portfolio to document their work and research. *Prerequisite: Physical Computing I or instructor's permission.*

*I cried not because
my emotions lead me to it—
or because it was natural
I did it
because it was required
it was like the fake
smile you put on around
discarded friends*

*I wished that it could have been real
and I felt disgusted by my lies
but my life went on*

*Then like a sudden rain,
it hit me
I felt hollow
The storm inside myself poured out
and it was
Real.*

—Katie L.

MATHEMATICS

MATHEMATICAL ART (2x per week)

Come make beautiful things with math! See countless examples of gorgeous art, simple art, clever art, and mind-blowingly amazing art, all made from mathematical ideas. Drawings, sculptures, computer-aided designs, video, pieces of music, and performances are all fair game—everything from M.C. Escher and symmetric patterns to origami, string art, dancing, and much, much more! At every step we also work on our own mathematical art and incredible creations in a collaborative workshop environment. *NB: We often meet during one lunch period.*

MATHEMATICAL PUZZLES AND GAMES (2x per week)

Do you enjoy working on geometric puzzles? Are you intrigued and amused by the art of M. C. Escher? Would you like to learn more about the origins and development of puzzles, and try out lots of fun mathematical games? Do you want to understand the mathematics behind card games such as Cribbage, Spades, Euchre, Canasta, Contract Rummy, and Blackjack, or board games such as Backgammon or Blokus? Whether you are interested in Tangrams (the world's first puzzle craze,) more modern recreations such as Hex and polyominoes, or understanding popular games of chance from a mathematical perspective, this is the course for you. This class offers the opportunity to work on a wide variety of mathematical puzzles and games, to develop your own strategies, and to create original puzzles and games. *NB: We often meet during one lunch period.*

MATHEMATICS RESEARCH (2x per week)

In this class, students will be exposed to numerous open-ended problems in number theory, logic, geometry, algebra, and many other topics. In the course of the year, they will choose a problem from one of these avenues of study to pursue independently. By engaging in individual research on their own problems, they will have the chance to pursue their own ideas, follow their curiosity, and experience firsthand both the joys and the frustrations of creative mathematical work. Towards the end of the course, students will write a paper describing the question they have explored and the results they have found. They will also prepare a poster board presentation of their work to be presented at the Saint Ann's Math Fair in the spring.

Students interested in this course must be exceptionally self-motivated, and must relish taking on difficult questions on their own. Permission of the Mathematics Department is required to take this course. Students are asked to complete a questionnaire in the Spring to help the Department assess potential interests and area of study.

PROBLEM SOLVING (2x per week)

Problem Solving is an interactive and fun class for sixth, seventh, and eighth graders who love solving math problems, and is especially suitable for students interested in participating in mathematical contests such as MathCounts and the AMC 8. Students will explore and develop efficient problem solving strategies involving arithmetic, logic, geometry, algebra, and trial and error. Problem Solving is not intended to help students “get ahead” in the math

curriculum, but rather to supplement an established or burgeoning love of mathematics. **NB: We often meet during one lunch period.**

RECREATIONAL ARTS

Ideally every Upper Middle School student will have at least two Recreational Arts classes each week: one traditional gym, and either a second one or another offering by the department. Students may select additional courses as part of their recreational arts requirement.

FENCING I (1x per week)

An introduction to the sport of fencing, including basic technique and conditioning. Also included are execution of simple attacks and defensive actions, with special emphasis on developing proper form.

FENCING II (1x per week)

This course offers advanced techniques of fencing including competitive strategies, a broader range of ripostes, etc. *Prerequisite: Fencing I, approval of department chair or fencing instructor.*

INWARD BOUND (1x per week)

This course challenges the body, mind, and spirit through group games, conditioning, and individual and collective goals. Students set goals and attempt to reach them by working together and offering group support. *NB: This class meets during the Fall semester only. Students will join a gym/park class for the second semester.*

KARATE I (1x per week)

This course offers a serious, non-intimidating approach to traditional martial arts. Students begin with basic punches, kicks, and blocks, and then progress to forms and other basics on their way to sparring. The primary emphasis is on karate as a sport and martial art, although confrontation training and self-defense applications are also covered. A *gi* (karate uniform) is both required and provided.

KARATE II (1x per week)

This course is for students who have completed one year of karate at Saint Ann's. It focuses on material for the yellow-belt rank and above. A *gi* (karate uniform) is both required and provided.

MIDDLE SCHOOL EXERCISE (1x per week)

This course provides an introduction to various forms of exercise and conditioning which may include strength and cardiovascular training, fitness walks, climbing, yoga, group games, and sport skills.

YOGA (1x per week)

This course introduces the ancient discipline of personal development that balances body, mind, and spirit. Students learn a series of physical postures, meditation and other practical

methods for relaxation and proper breathing that promote health, alleviate stress, improve skeletal alignment, and increase muscular strength and flexibility.

SCIENCE

FOOD AND YOU (2x per week)

In this course we investigate the chemical properties of food, the effect of diet on health, the sensory evaluation of food, metabolic disorders, food contamination, food engineering, and the food industry. The curriculum is highly student driven. We tackle topics such as: Is organic food really healthier than non-organic food? What are the pros and cons of GMOs? Is there any validity to the 5 second rule of dropped food? Why do we like sweets? Why don't some kids like eating vegetables? What is gluten and why are so many people going gluten-free? A hands-on, lab based approach to the subject helps students become informed foodies as they learn about the scientific world of food!

SUSTAINABLE EARTH (2x per week)

How can cows create electricity? How can we use technology to clean up ocean garbage patches? In this course we explore the ways ecosystems themselves can inspire solutions for environmental challenges. Topics range from oyster bed water filtration to the technologies developed through biomimicry. For example, how dragonfly wings serve as a blueprint for wind turbines. We design and experiment with alternative energy models as a response to the challenges of the Earth's changing climate. We also study how nature responds to changing environmental conditions, and try our hand at growing plants that filter air and water pollutants. This hands-on course also includes field trips to sites around the city.

THEATER

All eighth grade students must choose at least one theater course.

ACTING THROUGH THE AGES (1 double period per week)

From the beginning of time people were actors and storytellers. There was also quite a bit of combat happening, too. In this course we work our way through a timeline of theatrical styles, playing characters, rehearsing and performing scenes and monologues, and learning some stage combat skills. We work toward physicalizing the energy and emotions contained in each genre. We meet up with the clowns of some ancient Roman comedies, the most complicated villains, dreamers, and fighters of the Shakespearean era, and the nineteenth century's most melodramatic families. If we make it to modern times, we'll investigate screenplays, soap operas, and recent Broadway revivals.

AFRICAN DANCE (1 double period per week)

This course offers an exciting introduction to the joys and complexities of traditional West African music, rhythms, culture and dances. Come one, come all!

THE ART OF COMEDY (1 double period per week)

Comedy improvisation and slapstick have as their roots the popular street theater of sixteenth century Italy known as *Commedia dell'Arte*. In this exciting introduction to comic acting and theater history, students create characters through mask work, develop funny walks, learn to juggle, and try their hand at comedy writing and directing. While students explore this spirited and physical style of theater, they continue to work with the improvisation exercises and theater games of contemporary theater. This course is open to those interested in ensemble work, silliness, and risk-taking. Workshop performances develop from this course.

COSTUME PRODUCTION (1x per week)

Students study costume by learning to sew by machine and by hand. In addition to learning different sewing techniques, students learn about costume history, patternmaking, and draping. They are encouraged to draw costumes and personal design ideas. Students construct costumes for each middle school theater production, as well as work on several personal projects.

DOUBLE THEATER (1 double period per week)

This more advanced theater class is offered to students who show intense interest in acting; it is for those who just can't get enough performance time from a single class period! The course includes improvisation, character work, monologue work, and scene study with texts. An array of scripts and texts are explored, and ensemble work is encouraged as we work on the development of technical skills and exploring new creative approaches. Workshop performances of scenes or a short play will emerge from this course. A trip or two will be scheduled if an appropriate show is in production.

FILMMAKING (1 double period per week)

During the first semester we deal primarily with cinematic technique and theory for the first-time director/ screenwriter. These areas of study include camera direction, directing the actor, narrative structure, screenplay format, and a preliminary survey of domestic/international film from past to present.

In the second semester the class morphs into more of a production workshop, in which students work in groups of three to implement the techniques and theory they learned by writing, producing, casting, directing, shooting, designing, editing, and screening their own short films. Each group of three produces one three-to-five minute black and white digital film with limited dialogue and an emphasis on telling a story visually. At the end of the year, our films are screened in the *Middle School Film Festival*.

HIGH VELOCITY DANCE (1x per week)

This is an exciting course, jam-packed with skills, fitness, and combinations. The various dance styles covered may include: swing, jitterbug, modern, jazz, salsa, ballet, tap, hip-hop, and musical theater dance. There are opportunities for students to create their own choreography, perform, and collaborate on a dance video unlike any they have ever seen! No previous dance experience is required. Athletes, gymnasts, actors, and artists will all enjoy this class!

PLAYWRITING (1 double period per week)

This is a workshop course in which students read their work to each other, and then discuss and improvise on the material presented. By the end of the course, each student has written a one-act play that is presented as a staged or semi-staged reading at the Middle School Playwriting Festival. *Please note that this one semester course ends in January.*

PROJECT DESIGN (1x per week)

This course is an alternative to *Costume Production*, and is offered only to eighth grade students who have taken *Costume Production* previously. It focuses on more advanced sewing techniques and costume design for theater. We work not only on sewing skills, but also on drawing, character analysis, and further development of design skills. With guidance from the instructor, students help design and coordinate pieces for the middle school plays, the *Middle School Playwriting Festival* and/or the *Middle School Dance Concert*.

PUPPETRY (1x per week)

This class is for students who want to learn how to build many different styles of puppets: rod puppets, marionettes, hand puppets, and life-size body puppets for the annual *Puppet Parade*. Students who want to put a puppet show together are welcome to do so.

PUPPETRY PRODUCTION (1 double period per week)

This class is for more advanced puppetry students who want to continue exploring and building different styles of puppets while taking their puppet-building skills to a higher level. Students who want to create a puppet show together are welcome to do. *Prerequisite: two years of puppetry.*

PUPPETRY AND PERFORMANCE (1 double period per week)

This class is about making puppet plays. It covers every element of the process: the writing and adaptation of scripts, as well as the design and making of puppets and scenery and performance. The emphasis is on the process more than on creating polished finished works. It is a collaborative laboratory. Every puppet made will be used in a puppet play. Shadow puppets and hand puppets can be made to use in different roles. Source material may include fairy tales, published puppet plays, short stories and our students' creative experiments.

TECHNICAL THEATER (1 double period per week)

An introduction to stage carpentry and other theatrical craftsmanship, Technical Theater is both a practical and a theoretical course. Carpentry, electrics, audio, and effects lectures act as groundwork for hands-on experience with power tools, lighting equipment, and sound gear. Students work side-by-side with their teachers, developing basic stage construction skills, building flats and platforms, creating props, and painting, all the while adhering to stage etiquette in this productive environment. We encourage and welcome students who wish to extend themselves further to apply for a position on a production running crew.

Please note that being a member of a running crew requires time outside of class, along with the need to miss other classes during production. Also, please be aware that due to size limitations and safety considerations, enrollment priority will be given to seventh and eighth graders.

THEATER WORKSHOP (1x per week)

Step into somebody else's shoes. This course includes basic acting techniques, improvisation, theater games, scene and monologue work, and character exploration. Scripts of various kinds are investigated, and "workshop" performances develop from this course. Come explore your silly and serious sides. If you only have one period to devote to theater or you have room for a little extra theater in your schedule, this fun and action-packed course is for you!

SPECIALTY COURSES

ORATORY AND RHETORIC (1x per week)

Students learn to deliver two minute speeches on a range of themes using rhetorical tactics and memorization methods to compose in their heads and then orate unscripted speeches. The instructor provides the themes and debate subjects as well as the age old rhetorical methods (taken from the ancient Roman and Greek schools of rhetoric and still used to this day by our more celebrated and literate politicians). Students then invent, set, and artfully articulate their ideas. In the spring students are invited to test their speaking skills at the Packer Model Congress. This course is open to anyone with mental stamina and a desire to speak in a formal setting.

POETRY (1x per week)

A workshop—a place where things are made with tools. We experiment; we play with words, ideas and the devices people use to make poems. We make poems.

8TH GRADE: MUSIC

“Music is a higher revelation than all wisdom or philosophy.”
–Beethoven

Students may rent instruments from the school for a yearly fee of \$175. No child is prevented from renting an instrument due to financial need. Parents may call Mindy Schefen, Saint Ann’s Director of Finance and Administration, to discuss financial arrangements.

Each student should carefully choose a first, second, **and** third choice of instrument. The department will make every effort to see that each student receives his or her first choice, given the number of sections available in each instrument category.

During the third year of instrumental study students are strongly encouraged to supplement class time with private lessons (the department can provide a list of private teachers to students and parents). These lessons are a crucial part of participation in our instrumental ensemble and chamber music programs. Students’ ongoing progress is evaluated through checklist and anecdotal reports, and each spring we assess instrumental students to ensure appropriate placement for the following year.

The Music Department faculty appropriately places those students wishing to begin ensemble study. While the specific number and composition of ensembles will inevitably change from year to year, for the upcoming year students may choose *Brass Techniques*, *Chamber Orchestra*, *Jazz Techniques*, or *Wind Ensemble*. Auditions are required for any students beginning in any ensemble.

Participation in a music class is required unless permission from the Head of the Middle School and the Music Chair is granted to pursue a musical commitment outside of school.

All music classes meet twice a week for a full year. Each student should carefully choose a first, second, and third choice of instrument. The Music Department makes every effort to see that each student receive his or her first choice, given the number of sections available in each instrument category.

MUSIC TECHNOLOGY

MUSIC LAB I (2x per week)

An exploration of basic composition, production, and keyboard musicianship through the use of electronic musical instruments, computers, and a variety of compositional, production, and instructional software. Students develop increased fluency in note-reading, ear-training, listening, keyboarding, and music vocabulary.

MUSIC LAB II (2x per week)

A course for students who have already taken *Music Lab I*, *Music Lab II* continues the development of skills and techniques learned in the first year of study. However, importantly, this class focuses on the *developing of keyboard skills* above other musical endeavors in the music lab. The overall focus of this class becomes the development of musical skills that are required to move forward as a music technologist. Pianists should consult the instructor about moving into the *Advanced Music Lab* class.

MUSIC LAB: ADVANCED (2x per week)

A course for the advanced music lab student who has already taken *Music Lab I* and/or *Music Lab II*. It focuses on composition and recording techniques using MIDI, digital audio, sampling, video and other forms of multimedia such as scoring music for film. We listen to and deconstruct music from various musical worlds in an effort to better understand the workings of music composition. *Prerequisite: instructor's permission.*

MUSIC HISTORY & LITERATURE

WORLD MUSIC (2x per week)

In *World Music* we travel back in time, before the internet connected us globally, allowing for fascinatingly diverse musical cultures to bloom. We explore music from various African cultures, the music of the Indian subcontinent, Chinese and Japanese classical music, music of Native Americans, from South and Central America, and from island cultures including Australia and the South Pacific. We embrace the vast resources of the internet to bring these distant musical cultures closer.

INSTRUMENTAL STUDY (BEGINNING I, CONTINUING II)

Students in the instrumental study program must either provide their own instruments or rent them from the school.

BASSOON I, II, GUITAR I, & ADVANCED GUITAR, PERCUSSION II, SAXOPHONE II, TROMBONE (2x per week)

These courses (except for Bassoon I and Beginning Guitar) are a continuation of the first year classes in these instruments. *In their second year of study, all students are expected to practice their instrument at least twenty minutes a day.*

PERFORMING ENSEMBLES

The Music Department offers the following ensembles based on both student need and interest. If you are interested in joining an ensemble, we recommend you select two from the following choices. Speak with your current instrument teacher if you want to know more about any group. Please note that because ensemble classes are of mixed instrumentation and the focus is on developing musicianship and ensemble skills, rather than technique particular to each instrument, students enrolled in instrumental ensemble classes are strongly encouraged to supplement class instruction with private lessons. The expectation is for all students to be proficient in reading and sight singing.

All performing ensembles are subject to change from year to year depending on the number and musical level of all participating students. Auditions are required for any student interested in joining a large ensemble for the first time.

Choral

MIDDLE SCHOOL SINGERS (2x per week)

Any upper middle schooler may join this choral group. This performing ensemble focuses on strengthening the singing voice, and developing the ability to part-sing independently. We perform music in different languages, styles, and levels of difficulty. *Please note that one of the class meetings may take place during one lunch period.*

Instrumental

BRASS TECHNIQUES (2x per week)

Horn and trumpet students beginning their third or fourth year of brass study or trombone beginning their second year of study are combined into one ensemble. Playing in two, three, and four-part harmony, students explore ensemble playing while at the same time building solid fundamentals of technique and musicianship. *Private lessons are strongly encouraged for students in this class.*

CHAMBER ORCHESTRA (2x per week)

A plucked clarinet? A bowed ute? A violin that uses reeds? A cello with leaking pads? Have you buzzed your viola yet? Something is upside down! Chamber Orchestra is an ensemble where woodwind, brass, and string instruments learn how to play together and enjoy the rich

sound-world they create. Instrumentalists prepare to play in keys utilizing up to four sharps and flats. Chamber Orchestra draws repertoire from art and music extending from the Renaissance to today. A conducted ensemble, where the individual is cherished and challenged with music suited to each player, this group meets for one double period plus one sectional period each week. *Students in Chamber Orchestra are best served by also taking private lessons. An audition is required for any student enrolling in a large ensemble for the first time.*

CELLO ENSEMBLE (2x week)

This class is designed for eighth grade students eager to accelerate their cello technique while advancing musicianship and ensemble skills. Willingness of team work and instructor's permission is required for this course.

CHAMBER PLAYERS (1x week)

Historically, chamber music has been the pastime of the aristocracy, yet it is as democratic as music making can get! Students are placed in small groups to study chamber music repertoire. Groups are arranged based on enrollment and are coached by members of the Music Department. All orchestral instruments, as well as piano, are eligible.

Audition and permission of instructor required, and more so than any other music course, this repertoire poses challenges best met with the aid of private lessons.

JAZZ TECHNIQUES (2x week)

This class is for all instrumentalists, and focuses on jazz improvisation and ensemble playing. Instruction in basic scales and chords provides a vocabulary for improvisation. Students are introduced to the jazz repertoire. All instrumentalists and vocalists should be able to demonstrate a grasp of major and minor scales and chords as well as good reading skills. Except for piano, electric bass, and drums, students must provide their own instruments or rent them from the school. *Audition required, and once enrolled private lessons are strongly encouraged for students in this class.*

WIND ENSEMBLE (2x week)

This course combines the rich sonorities of flutes, clarinets, oboes, saxophones, and bassoons to create a diverse and vibrant ensemble. Students are introduced to playing with other instruments in multiple part harmony. The ensemble explores music in various styles and from different time periods. Students are expected to practice regularly and to prepare their notes and rhythms outside of class. *Additionally, private lessons are strongly encouraged for students in this class.*

Please Remember:

Because ensemble classes are of mixed instrumentation and the focus is on developing musicianship and ensemble skills, rather than technique particular to each instrument, students enrolled in instrumental ensemble classes are **strongly encouraged** to supplement class instruction with private lessons. The expectation is for all students to be proficient in reading and sight singing.



Phoebe
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