Fine Arts Program
The high school fine arts program seeks to nurture in the developing student an appreciation of art by encouraging active experiences in the making of art. Students are required to participate in the four year high school art curriculum. Students manipulate a wide variety of materials and find ways to express ideas visually. Diverse examples of art from all over the world both past and present are discussed and serve to inspire the students to notice cultural characteristics as well as to observe a more holistic or universal message. Small group discussions provide an opportunity to exchange ideas and articulate their observations. The students visit museums and galleries to experience the art in a direct and personal way.

Black and White Drawing
Students work with artistic methods that help express moods of great contrast: pencil, black crayon, scratchboard and relief printing. The illusion of space and form in a drawing requires a vocabulary of tone description. The white of the paper is affected by a multitude of marks and textures as the students attempt to find the nuances of grays between the contrasts of black and white. Scratchboard technique demands a pace slow enough to reveal the image desired and yet dramatic enough to capitalize on the limitations of the medium. The presence of gray is illusionary, formed as the black coating is removed to reveal the white beneath.

Introduction to Sculpture
In this course on clay modeling, students learn about the nature of the material and how to work with it. They also learn how to handle the clay so that it can be fired and glazed. They experience how convex forms catch the light and how concave forms capture the shadow. The course is designed to help them develop their sense of form and their skills while leaving room for individual expression and interpretation.

Clay, Sculpture and Wood Carving
The creation of linoleum block prints builds on these expressive qualities of high contrast learned in Black and White Drawing. A later exploration of relief carving in wood develops an understanding of the role light plays in sculpture medium and introduces a process also subtractive in nature but one which demands different skills and attention from the students. Carving wood requires an acceptance of the resistant qualities of this material and helps develop an understanding and appreciation of its individual qualities.

Drawing: Gesture and Design
Using charcoal and crayon, students begin this course with monochromatic drawing. As they imagine landscape forms and observe surroundings, the students search for a visual interpretation that conveys these forms in a two-dimensional format. The emphasis in the course changes when students create a clay tile; students take note of and work with the play of light on the forms of the tile. Developing form in clay offers the opportunity to both add and subtract elements.

Stained Glass Mosaics
Beginning with observational drawing in charcoal, the students explore color with acrylic paint and pastel. With each assignment they utilize the expressive power of light and dark contrasts while learning to be sensitive to the more subtle transitional moments in their work. The year culminates in the creation of a stained glass mosaic, where color and light work together.

**Portraits: The Human Head**
Students will explore portraiture through the versatile medium of drawing. Students will experience practical techniques including the use of proportion, tone, how to convey structure and volume, expression and likeness. Looking at a variety of artists’ work students will also learn how different mark-making techniques can produce lively and expressive drawings.

**History through Art**
Students study history through the art of the Stone Age, ancient Egypt, ancient Greece, ancient Rome, the early Christians, and the Renaissance in northern and southern Europe, the Baroque and the 19th and 20th Centuries. Students learn to see artworks of each culture as symbolic of the consciousness of the people in a particular place at a given time.

**History Through Architecture**
In this seminar students are provided a comprehensive understanding of the history of western culture as it is reflected in the development of architecture. Students follow the chain of evolution in this field from prehistoric to contemporary art. Students are directly involved in the creative process of architectural design in a hands-on way. They develop a complex project on a computer program similar to those used by professionals in the field today.

**Projective Geometry Constructions**
The Projective Geometry seminar is a challenging, highly imaginative exercise, stretching the limits of traditional “Euclidean” worldview. Through various geometric constructions, students explore the ways in which mathematicians recognize projective constructions. Students will create rendering which consist primarily of detailed geometric constructions done with straight edge and fine pencils and pens.

**Studio Art Elective**
Students may select painting, drawing or print making as their medium of choice for this elective. Each student works independently in a small and supportive atmosphere and is expected to complete several small pieces or a larger one during the semester.

**Advanced Studio Art in Fine Arts: Senior Project**
Students undertake a semester-long project. The theme and scope of the project is chosen in consultation with an artist mentor in the Upper School. A general aim is that students should experience their own capacity to work, learning how to plan, organize and sustain a project of some magnitude over a lengthy period of time. A senior art show is held where students can present their project in public.

**Digital Design and Photography: Yearbook Elective**
Using various computer software students learn graphic design techniques to produce the school’s yearbook. Students create the format of each page, take photographs, edit copy, plan and organize the book and prepare it for printing. Students gain valuable real world experience as they meet
deadlines, work cooperatively and utilize their leadership skills to form a cohesive group to manage and complete this large project.

Fiber Arts
The high school fiber arts curriculum involves a progression of processes, mediums, and methods that increase in technical complexity, and mirrors the historical evolution of production methods involving fabric and fiber arts. Knowledge of how things are made, how they work, and where they come from are important goals of the curriculum. Fine motor skills are fostered. Aesthetic sensibilities are developed. Fiber arts in the high school cultivate a tactile form of understanding that puts students in touch with the beauty of everyday objects and their means of production. Students learn about and participate in producing the clothes on their backs, the covers on their beds, and the books that they read. Through their participation in things such as transforming raw wool into yarn and then into fabric, high school students forge a direct connection to the resulting product. Handwork classes provides an antidote to the stress and rush of modern life by allowing students a contemplative space as they slow down and use their hands to work in complex and simple ways.

Spinning
Students get to know all the phases humanity has gone through in textile making. Students have an opportunity to spin raw wool (that was sheared and gathered the previous year at the Glen Brook farm campus by the students). Students learn how to prepare material from cleaning to dying. Using a spinning wheel, they spin yarn for future weaving classes. Through this work they learn about the characteristics of various wools, kinds of design techniques and how to alter yarn thickness.

Weaving
Weaving combines handwork and technology. Students learn the elements of weaving—how to warp and weft work together, getting to know different types of loom and how to design a piece of weaving. Additionally students learn how to work at a loom—setting up the warp, setting the frames and making a woven piece of work.

Bookbinding
The precise technique of bookbinding, with its strict sequence of moves, schools disciplined thought and action. Students get to know new materials and notice characteristics such as tone, color, texture, elasticity and firmness. Students handle the materials—paper, cardboard, textiles, leather and adhesives. Carrying out the different tasks introduces the pupils to various tools, apparatuses and machines such as presses and cutters. Students create a book or other project.

Sculpting with Fiber
In conjunction with the Portraits: The Human Head course, students will create a three dimensional project using various felting techniques. Respect for the source of the material and the final handling of artifacts are the first stages towards individual responsibility for the environment and resourcefulness. It is important that students learn the origin and production processes of the materials they use, and the skills involved.

Fashion Design and Dressmaking Elective
In this course students learn to work with accuracy. They recognize certain laws of number and measure and develop an understanding for the work and skill of others. Students measure for a garment, draw patterns, select materials, cut out, sew and finish the materials. Students use electric sewing machines and embellish by hand.

**Advanced Studio Art in Fiber Arts: Senior Project**

Students undertake a semester-long project. The theme and scope of the project is chosen in consultation with an artist mentor in the Upper School. A general aim is that students should experience their own capacity to work, learning how to plan, organize and sustain a project of some magnitude over a lengthy period of time. A senior art show is held where students can present their project in public.

**Woodworking**

Wood is a medium which challenges the students’ technical skill. Students find themselves caught between their own wishes as to what they want to make and the specific characteristics and limitations of the wood. Through woodworking, artistic design, form and function come together and static requirements are met in aesthetically pleasing ways. Working practically and theoretically with different materials enables students to invent, plan and organize processes as well as develop an appropriate critical attitude as consumers.

**Carpentry and Joinery (anticipated 2014-2015)**

Students study and care for tools. They expand knowledge of different woods, the characteristics and uses. They gain confidence in sawing, planning, chiseling for the simpler joints. Accuracy in the surface treatment and the final finish are essential. Students’ discuss the environmental aspects of processing wood.

**Advanced Woodworking (anticipated 2014-2015)**

This course offers students the opportunity to explore and improve their skills in woodworking under the guidance of a skilled craftsman. Demonstrations will introduce new techniques and methods of making objects out of wood. Time will be given to practice skills under the supervision of the instructor and students will develop their own projects.

**Furniture Making (anticipated 2014-2015)**

Furniture making is in many ways like bridge building, connections holding posts apart with spans to support a deck. Many architects have tried their hand at furniture design, Wright, Mies Van Der Rohe, Aalto, Saarinen, Le Corbusier, and Gerhy. In this course, students will learn traditional woodworking techniques beginning with the use of hand tools, power tools and finally woodworking machines. Students will build a single piece of furniture of an original design.

**Advanced Studio Art in Fine Arts: Senior Project**

Students choose between fiber arts, fine arts and woodworking in the twelfth grade year and undertake a semester-long project. The theme and scope of the project is chosen in consultation with an artist mentor in the Upper School. A general aim is that students should experience their own capacity to work, learning how to plan, organize and sustain a project of some magnitude over a lengthy period of time. A senior art show is held where students can present their project in public.
Performance and Dramatic Arts
With the guidance of a professional staff students work on both full-length plays as well as shorter productions for public performance. Our view is that students should have an experience of organizing all aspects of the production. Drama gives students an experience of the power of speech and language.

History of Drama
The history of drama from its ancient ritual origins to the development of modern theatre is studied. The main emphasis in early theatre is on Classical Greek drama. Medieval drama are discussed including the historical background, the change from sacred to profane contexts through moving performance out of the church into the churchyard and from there onto the streets on pageant carts and the role of the Guilds in taking responsibility for various scenes. Students demonstrate their understanding of the issues in the plays through class games, discussions, performances, and writings. The final activity is a hands-on project such as building a theater or making a mask that the students select and design. In the History of Drama seminar the students study the origins of Theatre, Classical Greek Theatre, Medieval Theatre and Shakespeare; they read Iphigenia in Aulis and Romeo and Juliet as well as contemporary selections.

Shakespearian Theatre
A highlight of this course is the flowering of Elizabethan theatre and the life of William Shakespeare. A Shakespearean play studied, and scenes from other plays are taken as examples. Performances are an important component of this course. The students delve deeply into the texts of his tragedies, not only through reading and discussion, but by preparing scenes and monologues as well. Students are encouraged to find meaning and connection to the characters they portray as they discover qualities about themselves as individuals. An evening performance for family and friends is traditionally connected with this performance block. Hamlet, Romeo and Juliet, and Macbeth are among the plays explored by the students in this block.

Tenth Grade Play
The entire tenth grade is immersed in the tenth grade play. Students prepare every aspect of the project—lighting, scenery, props, costumes, advertising, sound, and promotion. The full education effect is reached through the whole complex range of tasks to be carried out before, during and after the performance, on the stage and behind the scenes.

Senior Play
The high point in the twelfth grade is the public performance of a carefully discussed and artistically produced play. The students take part in all the practical aspects of the production: making posters, costumes and scenery, and acting. The senior play is an important milestone for each pupil's own biography as well as for the social community of the class. The play gives students an experience with the power of speech/language. Through wrestling with questions of rhetoric they gain a sense of how people can be influenced. In addition it provides them with a worthwhile yardstick against which to measure and assess artistic productions of all kinds.

Introduction to Acting Elective
The course is designed for students who have an interest in exploring the fundamentals of preparation for theatrical performance. Students will engage in voice and movement exercises, improvisation, theatre games and limited work with scripted material.

Technical Theatre Ensemble
Students are introduced to stage equipment, stage safety procedures, weights and balances for stage rigging, the operation of scenery, as well as lighting properties and instruments. Students have hands on experience working with equipment, rigging, constructing sets as well as lighting and technical design. Out-of-school rehearsals and tech assistance for performances are required.

**Language IV: Senior Seminar in German, French of Spanish**

During this advanced course of language study a repertoire of speech exercises, poems and songs is performed. The year culminates in the preparation of a play for members of the school community. Students frequently compete and/or perform for programs such as the Mount Holyoke German Theatre Festival and in the Nassau County French Poetry Contest sponsored by the American Association of Teachers of French.

**Movement**

The movement curriculum takes up the central developmental process that every human being has to engage in, that of coming into, taking hold of and expressing themselves through the physical body. Students establish, practice and further develop technique and competence.

**Eurythmy**

Eurythmy is the articulation in movement and gesture—incorporating other elements such as color through costume and lighting—of a stream of movement. An entirely new art form which is taught extensively at Waldorf Schools, it is a language of movement with its own alphabet, compromising archetypal gestures representing the spoken sounds, both vowels and consonants, as well as the tones of the musical scales and intervals. The aesthetic aspect arises through the artistic judgment that is exercised in interpreting the nature of the content chosen to be performed, usually poetry or music. The artistic work is done through the choreography of poetry, prose texts, narrative and instrumental music which deepens aesthetic appreciation of literature and music experientially.

**Eurythmy I**

Students engage with basic eurythmy exercises, such as three-fold walking, and contraction and expansion. Using forms and gestures, the students enter into the inner being of the movement of sound, speech and tone. More complex geometrical and symmetrical forms are practiced; specific forms developed, such as “TIAOAIT” and the minuet to help cultivate clear and precise thinking. Every eurythmy block culminates with a performance.

**Eurythmy II**

Students are introduced to the gestures for the planetary moments in eurythmy. That includes arm gestures, sounds and forms. They use those and other practiced elements exploring artistic pieces in speech and tome eurythmy. Every eurythmy block culminates with a performance.

**Eurythmy III**

Students are introduced to the zodiac, its gestures and corresponding forms. They work extensively with forms and poetry by Rudolf Steiner. Every eurythmy block culminates with a performance.

**Advanced Eurythmy Elective**

Students who are interested in pursuing a more complex experience can elect to take this elective. Students will practice and deepen basic exercises and are instrumental in choosing the materials
and developing the appropriate forms and gestures for it. This is an artistic elective and provides students with an opportunity to perform their work on a regular basis.

**Introduction to Ballroom Dancing**
This course offers an introduction to the waltz and swing. Besides learning the basic steps in each dance, students will learn techniques for partnership, proper leg action, and how to listen to the music and identify the various rhythms.

**Intermediate Ballroom Dancing**
This course continues to training students to understand and perform basic ballroom and Latin steps, turns, and partnering. Students will also learn the rhythms, history, and culture of each style. Students will demonstrate mastery of these styles through choreographed class performances.

**Advanced Intermediate Ballroom Dancing**
Students continue to build on skills developed in beginning and intermediate ballroom dancing classes. In addition, students are introduced to the foxtrot. The foxtrot is a smooth, progressive dance characterized by long, continuous flowing movements across the dance floor. It is danced to big band (usually vocal) music. Developed in the 1910s, the foxtrot reached its height of popularity in the 1930s, and remains practiced today.

**Advanced Ballroom Dancing**
Students continue to build on skills developed in beginning and intermediate ballroom dancing classes. Students also add tango to their dance repertoire. Tango is earthy and dramatic. Although walking movements dominate, Tango walks, having a "stalking" or "sneaking" character, are unlike the walks of other ballroom dances. Movements are sometimes slow and slithery, and other times sharp and staccato, such as a quick foot flick or a sharp head snap to promenade position.

**African Dance**
Offered in conjunction with the study of the History of Africa, this course develops knowledge, skills and appreciation of African dance forms through presentation of fundamental techniques, music and culture. Dance is analyzed its cultural traditions, sacred/ceremonial import and/or theatrical impact within its society. With emphasis on movement, vocabulary, rhythms and styles of each dance form, the cultural, sociological, economic, and geographical perspectives are also covered. Students learn a specific African Dance and perform it for the school community. Live drumming is part of this course.

**Music**
Music students benefit from personal attention, classes in music theory, numerous performance opportunities with large and small ensembles and an exceptional peer group. A combination of private lessons, studio classes and ensemble experience prepares students for future study in music. Students have an opportunity to experience classes with internationally acclaimed and Grammy-nominated artist/teachers. Students regularly compete in local and regional competitions. Numerous internship and performance possibilities abound.

**Chorus Elective**
Students sing a wide range of music and experience a variety of genres. Self-expression becomes a window into communal music-making and into other cultures. The process of preparing music is as
important as the final result; students are graded on their participation at various performance venues.

**A Capella Choir (anticipated 2014-2015)**

A Capella Choir is a performance-oriented class. Advanced sight-reading and vocal techniques are stressed during rehearsal as well as correct performance of difficult literature. Participation in choir involves multiple performances and competitions throughout the year.

**Jazz Band Elective**

The Jazz Band plays music from standard jazz charts as well as big band and swing arrangements. Students are taught basic jazz theory and improvisational skills and are encouraged to perform solos at each concert. The Jazz Band is frequently featured at school benefit functions, and also performs at events outside of the school.

**Orchestra Elective**

The orchestra plays music from the standard symphonic repertoire. Works from the Baroque through our own era are featured at school assemblies, concerts and various community functions. Music performed in recent years includes Bizet’s Carmen Suite, excerpts from Grieg’s Peer Gynt Suite, and Copland’s Hoedown from his ballet Rodeo.

**Eco-Orchestra Elective**

This ensemble group intends to assimilate through non-traditional objects from our environment for the use in music. From stones, vegetables, recycling of thrown away items, to a wide array of environmental objects will be used for the purpose of music. The discovery of the world around us through music brings us closer to our environment and our being within nature.

**Guitar Ensemble**

The goals of this ensemble include playing in time together, sight reading and playing by ear, building up left- and right-hand technique, and caring for the instrument. An even more important aim is to encourage both a regular habit of practice and a willingness to explore music one might not initially prefer.

**Ethnomusicology (By instructor permission)**

Ethnomusicology is the discovery and performing of world instruments within various combinations. Students will understand the foreign musical cultures of the world through music.

**Music in Theory and Practice (By instructor permission)**

Music Theory and Practice takes a student’s current level and expands on their knowledge of music theory. Ear training, rhythmic training, dictation and sight-singing are an integral component of this course of study.

**Music Composition (By instructor permission)**

Compositions are encouraged for performances with theatre, dance, eurythmy and film. Guidance in composing and arranging is provided. Various musical styles from classical to popular and world cultures are encouraged.

**Sound Art (By instructor permission)**

In this course students learn the basic concepts of acoustics and electronics and how they can applied to understand musical sound and make music with electronic instruments. Topics include:
sound waves, musical sound, basic electronics, and applications of these basic principles in amplifiers and speaker design.

Performance possibilities at major venues in New York City and Long Island in association with other arts organizations are encouraged and supported. Previous performances have included associations with: the Tilles Center- Long Island University, Adelphi University, Hofstra University, Carnegie Hall, Alice Tully Hall, Symphony Space, LI Youth Orchestra, Gemini Youth Orchestra, Children’s Orchestra Society, Metropolitan Youth Orchestra, and Kammermusik/NY, Waldorf Choral Society, and music programs at the Cathedral of Garden City.

**Courses at Adelphi University**

In addition to the extensive artistic courses at the Waldorf School of Garden City, through the school’s unique partnership with Adelphi University, students are able to college classes to augment WSGC’s offerings. The studio, performance and gallery spaces at Adelphi are renowned and are located adjacent to the WSGC campus.