



GENEVA SCHOOL *of* BOERNE

FINE ARTS 2019-2020 STUDENT HANDBOOK

PREFACE

The Geneva School of Boerne Fine Arts Handbook provides the policies, guidelines and expectations necessary for the proper conduct of the school's arts program. This handbook is provided to Geneva's Logic and Rhetoric School students, arts faculty, parents and administrators with the expectation that all the information contained herein is understood and followed by all involved in Fine Arts at the Geneva School of Boerne.

A shared understanding of the rules and regulations that govern the school's arts program will alleviate many concerns and problems. However, situations or issues will inevitably emerge that are not addressed in this handbook. The school administration will address these issues on a case-by-case basis and will add to or modify this handbook as needed.

This handbook does not contractually bind Geneva School of Boerne and is subject to change without notice by decision of the school's Board of Trustees. All parents and students will sign the Handbook Acknowledgement Form and will be held responsible for understanding the content.

GENERAL INFORMATION

OUR PROGRAM PROFILE

Mascot: Eagles

Colors: Navy (Pantone Blue-282), gold (Pantone Flat Gold-465, Pantone Metallic Gold-871) and white.

Typefaces: Simoncini Garamond and Proxima Nova

Varsity Classification - TAPPS 4A

Competitive Venues:

Logic *Grades 6-8* – Regional Middle School Band and Solo/Small Ensemble

Rhetoric *Grades 9-12* – Texas Association of Private and Parochial Schools (TAPPS) and Regional Band

Arts Offerings:

Logic *Grades 6-8* – visual art, band, classical guitar, orchestra, theatre, voice

Rhetoric *Grades 9-12* – visual art, band, classical guitar, orchestra, theatre, vocal music/music theatre, jazz ensemble, praise ensemble, and theatre competition, music theory, AP music theory

OUR PHILOSOPHY OF FINE ARTS

The mission of our school drives our arts program. The mission of the Geneva School of Boerne is:

The Geneva School of Boerne exists to provide a classical education from a Christian worldview, to equip students for a lifetime of learning, service, and leadership to the glory of Jesus Christ.

Classes in visual art, music, band, choir, guitar, orchestra, theatre and vocal music are designed to provide our students with a classical and Christian education from a biblical worldview.

The Fine Arts staff believes that in order to reflect the creative nature of God, our purpose is threefold:

1. Strive for excellence in the skills within each of the arts to honor and glorify God
2. Develop well-rounded and culturally enriched students
3. Build community through the arts

OUR FINE ARTS MISSION

Geneva School of Boerne Fine Arts program exists to honor and glorify God by using and developing the gifts given by Him, while additionally growing the student's appreciation and education for a lifetime of learning, which is enriched through the beauty of the arts.

Geneva's Fine Arts program is designed to help fulfill this mission with excellence by:

1. Assisting students in recognizing and developing their God-given unique talents and abilities
2. Honoring our Lord in worship, praise and performance by utilizing God-given talents
3. Offering opportunities for practice, training, and competition under tutelage of experienced teachers
4. Providing aesthetic and emotional rewards that come from an appreciation of the arts
5. Supporting Geneva by bringing the school community together in encouragement and celebration
6. Providing numerous benefits to the students as an important aspect of a well-rounded education

OUR FINE ARTS COURSES

A. LOGIC SCHOOLS FINE ARTS

Logic school students select one fine art class for the full year. Logic students perform in the school's annual Benefit. Their additional performances will be held at the end of each semester during assembly time (see Fine Arts Calendar on Geneva website).

1. LOGIC VISUAL ART

The goal in visual art is to learn art skills and techniques so that the student may create works of art that reflect the Great Creator. Drawing skills are a major focus and drawing from life and copying "master" drawings are emphasized. Students also study a variety of other media including watercolor and acrylic painting, clay and sculpture and art history. Students are required to purchase and maintain a weekly sketchbook as well as exhibit their work.

2. LOGIC BAND

The goal of our band program is to glorify God by playing skillfully and to support our school and community with performances. Students perform at in-school pep rallies, as well as the Christmas Concert, Spring Concert and the Benefit Program. Students are encouraged to compete for the South Texas Honors Band. Students need to provide their own instrument unless school-owned instruments are available to rent. Additionally, a tuner for wind players and a metronome for percussionists are recommended. Private lessons are strongly encouraged.

3. LOGIC CLASSICAL GUITAR ENSEMBLE

In this class the student will: read music; learn the fundamentals of guitar technique; and, perform artistically. Students work through musical pieces and performances. This course focuses on large-ensemble playing, as the student advances he/she will progress to small ensembles as well as solo performances. This ensemble performs in the School's Christmas Concert, Spring Concert and the Benefit Program. Students are responsible for providing their own guitar.

4. LOGIC ORCHESTRA

Beginning orchestra is designed to help students learn techniques and musicianship through stringed instruments (Violin, Viola, Cello and Bass). Students perform in the Christmas Concert, Spring Concert and the Benefit Program. Students are responsible for providing their own instrument. Private lessons are strongly encouraged.

5. LOGIC THEATRE

Students will participate in historical dramas set in the ancient empires of Greece, Rome and Egypt (among others); students will study and discuss the beliefs that defined these ancient cultures. Students learn to apply basic theatrical disciplines in performing and work with costumes/props to interpret and perform short theatrical pieces. The cast will perform at the end of each semester in Assembly.

6. LOGIC VOCAL MUSIC

This class is a combination of vocal technique and musicianship utilizing music literature of numerous genres (including theatre music). Singing and choreography are combined in order to integrate the voice and movement. Students perform in the Christmas Concert, Spring Concert and the Benefit Program.

B. RHETORIC SCHOOLS FINE ARTS

All freshmen and sophomore students are required to take at least one fine arts course. Junior and senior students are encouraged to continue in their fine arts area.

1. RHETORIC VISUAL ART

(Prerequisite: Logic Visual Art or application) The goal in Rhetoric Art is to improve art skills and introduce new and more advanced techniques so the student may glorify God by creating works of beauty. Drawing skills are emphasized as well as a variety of painting, sculpture and mixed media techniques. Art history is included in the curriculum. Students are required to purchase and maintain a weekly sketchbook and enter work in several competitions including TAPPS.

2. RHETORIC BAND

(Prerequisite is Logic Band or audition) Rhetoric Band's purpose is to play to the glory of God and serve our school. Rhetoric band students perform at football and some basketball games, playoff games, pep rallies, Christmas program and Benefit. Rhetoric band students compete in TAPPS Instrumental Band Ensemble and, Solo and Ensemble performances. Students provide their own instrument (some school-owned instruments are available for rent). Private lessons are strongly encouraged.

3. RHETORIC CLASSICAL GUITAR ENSEMBLE

(Prerequisite: Logic Classical Guitar or audition) In this class we emphasize the ability to read music; develop technique; and, express musical thought. These goals are achieved through studying from the methods of the guitar masters and through performances. The student should be aware this class is reading intensive. This ensemble performs in the Christmas program and Benefit. TAPPS Ensemble performance is required for all students at this level. Juniors and seniors will also compete with a solo piece. Students provide their own guitar.

4. RHETORIC ORCHESTRA

(Prerequisite: Logic Orchestra or audition) Rhetoric orchestra students continue the techniques and musicianship skills learned in Logic School. Students are required to perform at the Christmas and Benefit programs. Rhetoric orchestra students compete in TAPPS instrumental competition with the opportunity to compete in solo and ensemble competition (strongly encouraged). Students provide their own instrument. Private lessons are recommended to continue musical development.

5. RHETORIC THEATRE PERFORMANCE/TECH

(Prerequisite: audition) This course will focus on the core histories, forms methods and issues that have shaped classical theatre. Students will gain a working understanding of Theatres of Ancient Greece, Renaissance, and the Elizabethan Era (among others). In this course, we will also explore the role of storytelling and its prominent place in our modern society. Much of this class will be dedicated to staging and play/musical theatre performance. Students design, direct, manage and create settings, costumes and props. Students properly maintain facility including lights and sound. Students are required to be at practices and performances outside of class for theatre, musical theatre, Christmas program and Benefit.

6. RHETORIC VOCAL MUSIC

(Prerequisite: Logic Choir or audition) Every other year the Theatre and Vocal departments join forces to put on a Musical Theatre production. On the "off" year, students concentrate on vocal skills, sight-singing skills and production of musical numbers to be performed in the school's Christmas program and Benefit as well as in TAPPS Vocal competitions. Class time is given to prepare for TAPPS Vocal competitions. Additional rehearsals may be required.

C. RHETORIC SCHOOL FINE ARTS ELECTIVES

All Rhetoric students are eligible for additional fine arts electives as schedules allow.

1. RHETORIC ELECTIVE JAZZ ENSEMBLE

(Prerequisite: instructor's approval or audition) Jazz ensemble will focus on learning jazz technique and skills including improvisation. It is an adventurous and exciting playing environment in which the students grow their musicianship and appreciation for playing *with* other musicians. Students also participate in TAPPS instrumental competitions and play several concerts both on and off campus.

2. RHETORIC ELECTIVE MUSIC THEORY

Music theory, one of the seven liberal arts of the Middle Ages, is the study of the relationships between musical harmonies. Geneva's music theory course will give students the opportunity to study these relationships through ear training, sight singing, counterpoint studies, score reading and analysis as well as composing. The main objective for the student is not just to interpret music—*that* is the task of the performer—but to actually communicate musically; to develop a modicum of fluency in the language of music. (.5 elective credit)

3. RHETORIC ELECTIVE AP MUSIC THEORY

(Prerequisite: instructor's approval) Students interested in AP Music Theory may read the "Music Theory" entry for a general introduction to the nature of this course. However, being an AP course, the level of commitment and involvement is ramped up considerably in order to meet the College Board Advanced Placement guidelines. This course also serves as preparation for the AP exam through which students may receive college credit. (1 elective credit with AP course GPA enhancement).

4. RHETORIC ELECTIVE PRAISE ENSEMBLE

(Prerequisite: audition) Students perform for both student assemblies and for TAPPS competitions. Music will be both secular and pop in nature. Students sing and play in three-four part harmonies.

5. RHETORIC ELECTIVE THEATRE COMPETITION

(Prerequisite: audition) Students perform in the One Act Play (OAP) competition for TAPPS in November. All students have specific responsibilities to the OAP whether in an acting role or in a technical support role; this may require non-classroom group rehearsals. Students work on solo and duet dramatic performances and are expected to compete for TAPPS Academic competition. Students also participate in the Spring Concert, and Benefit. Expenses may include partial costume rental or purchase costs, make-up kit purchase, fees to attend other performances, and t-shirts promoting the major productions each semester.

POLICIES AND GUIDELINES

CLASS EXPECTATIONS

Students must come to arts classes fully prepared and with all necessary supplies and equipment.

Grades are based in part on respect for others, promptness of arrival for warm-ups, tuning, etc. as well as preparation with proper equipment, supplies and proper concert attire.

Respect for fellow students, supplies, equipment and instructor(s) is expected.

Disruptive play and unnecessary talking during rehearsals is not acceptable.

Proper concert etiquette is expected from performers. Performers should not talk or move about during the performance, only during applause. All performers are expected to assist with set-up and strike for concerts and events.

Encouragement to fellow performers is expected.

Students make every effort to attend any extra rehearsals associated with their chosen fine art. Parents and students should schedule necessary appointments at times that don't conflict with rehearsals and performances.

All Fine Art students are expected to be at performances for their particular ensemble.

Concerts, competitions and performances that are on the calendar from the beginning of each semester are considered a test grade. These are the culmination of many days of practice and it is extremely important that all members are present in order to have a complete performance. Make up assignments (see "Alternate Assignment" pg. 10) are required for performances missed due to *accepted* personal reasons. **Concert attire is all black for Logic and Rhetoric.**

When dropping/adding a fine art, students must first speak with the instructors involved and then must be approved by the Fine Arts Director.

ELIGIBILITY

Students must meet eligibility requirements in order to participate in trips and competitions. Students on Academic or Behavioral Probation may not participate in school sponsored, arts related travel. Please note that Geneva's policy for Academic Probation exceeds the academic eligibility requirements of TAPPS.

Disruptive behavior and disrespect may result in the loss of privilege in competing and attending school sponsored trips.

Students must read this handbook in its entirety and return the Fine Arts Handbook Acknowledgment form (at the end of this handbook), the TAPPS Rules Acknowledgement Form (for students in Rhetoric School), the Instrument Loan Agreement/Fees (if applicable) before the first day of class.

GENEVA'S BOOSTER CLUB

Geneva's Booster Club provides support for the school's athletic, academic and fine arts programs. All Geneva families are encouraged to join the Booster Club and participate in the organization's fundraising activities.

LETTERING IN THE ARTS

Musical art students must achieve a rating of “Superior-1” at State competition *or* be selected for participation in State competition if preliminary completions occur.

Theatre art students must participate in school performances or TAPPS OAP/Academic competitions

Visual art students must make top 50 in San Antonio Rodeo Art or have pieces selected for State competition.

PRIVATE LESSONS

Private lessons are not only beneficial for the student’s progress but also raise the level of excellence for the entire performing ensemble. Students who compete in solo and ensemble competitions are much more likely to achieve “Superior-1” ratings having had private lessons. Lessons are highly encouraged for all students in the performing arts. Payment for private lessons is the responsibility of the parent. On occasion, GSB arts faculty members are available for private lessons. Such arrangements must be approved in advance by the Fine Arts Director.

SCHEDULE CONFLICTS

If a scheduled performance must be missed for personal reasons, communicate as soon as possible with the instructor. Arrangements will be made for the absent student to provide a two-four page-written paper/review (see “Alternate Assignment” pg. 10) or a comparable assignment as assigned by the arts teacher. If an athletic or academic conflict occurs, the Fine Arts Director, the Athletic Director and Rhetoric Head of School need to be informed as soon as possible and they will make the decision as to which event takes precedence.

Address all concerns directly to the instructor as soon as possible and if they are not worked out to a satisfactory outcome, make the Director of Fine Arts aware of the situation.

SCHOOL OWNED & RENTED EQUIPMENT AND MATERIALS

Students using school-owned instruments must maintain them in proper playing condition and cleanliness. Parent and students must read and sign the “Instrument Loan Agreement” and pay the appropriate rental fee. The fee is assessed to cover the cost for cleaning and maintaining the instrument.

The school provides the music and method books for fine arts classes. Students are expected to take care of these materials and if they are lost or damaged, then students or parents must pay a replacement fee.

Students must also treat rented or borrowed equipment and costumes with care. Students causing damage to these items will incur the cost for replacing them.

SELECTING AN ARTS CLASS

The following guidelines are designed to help your student select an arts class that meets expectations and experience. You should:

1. Evaluate the student’s God-given gifts and desires and look to God for direction
2. Read the course descriptions in light of the student’s talents and desires, available time and financial resources

It is our desire that each student be given her or his first choice for a Fine Art. However, factors such as limited class sizes do not always make it possible

TRIPS

Students are expected to follow all school rules on school-sponsored trips. Students must maintain behavior that reflects well on God and our school community. Should a student misbehave, parents will be expected to pick them up.

Students are expected to leave restaurants, waiting areas, hotels, schools and vehicles in better condition than when we arrived.

No student is allowed in the room of another student of the opposite gender.

Rides to and from events are to remain as assigned unless an instructor gives specific authorization. All passengers must wear a seat belt in vehicles where they are available.

Students on academic or behavioral probation are not eligible to travel or participate in trips and competitions.



GENEVA FINE ARTS ALTERNATE ASSIGNMENT FOR A MISSED PERFORMANCE

Each activity is worth 25 points. In order to get a 100 for missing a concert, you must do all four activities and write a one-page paper for each. Each of your *four* papers must be typed using the proper format, proper spelling, correct citation and proper grammar. This alternate assignment is due one week from the missed concert.

1. **Current Musical Event Paper:** Using newspapers, magazines or the internet as your sources, find an article having to do with a musical performance, artist, recording, or other musical event. You will *write a one-page paper* that not only gives a synopsis of the article, but also includes your personnel review of the artist or topic on which you are writing. Please attach a copy of the article and cite your reference.
2. **Composer Paper:** Research a composer of music and *write a one-page summary* about that composer, summarizing their life and accomplishments (when did they live, what makes them great, etc.). Please cite your references.
3. **Listening Project:** Pick a composer of music and then find and listen to recordings of three different compositions by that composer. You will *write a one-page paper* where you discuss the pieces you listened to and share your observations about the composer's style and music. You should compare and contrast each of the pieces. Make sure you cite the pieces that you listen to and who recorded each piece.
4. **Musical Period Paper:** Pick a period of music history (i.e. Baroque, Romantic, etc.) and *write a one-page paper* describing the characteristics and stylistic elements of the period. Some things to think about as you write this: What are the dates of the time period you have chosen? What makes Renaissance music different from Baroque music, etc.? Who were/are important composers in each time period? How did instrumental music evolve in each of these time periods? These are just a few questions to think about as you research. Cite your references.

Plagiarism is unacceptable and will result in a '0' for your grade. If you want full points for your grade, please take this assignment seriously. Poor work will result in a poor grade.