



GENEVA SCHOOL *of* BOERNE

# FINE ARTS

2021-2022 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 5A

Competitive Venues:

Logic *Grades 6-8* – South Texas Honor Band and Solo/Small Ensemble

Rhetoric *Grades 9-12* – Texas Association of Private and Parochial Schools (TAPPS) , San Antonio Rodeo Art, Visual Arts Scholastic Event (VASE), ATSSB Region Band & ATSSB All-State Band, UIL Region Orchestra, TMEA Choir

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, music theory, and 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, general music, band, guitar, jazz, music theory, orchestra, praise, theatre and vocal music/musical theatre 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 and support 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. Helping students to recognize and develop their God-given unique talents and abilities
2. Honoring our Lord in worship, praise, and performance by using God-given talents
3. Offering opportunities for practice, training, and competition under the guidance 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 many benefits to the students as an important aspect of a well-rounded education

## **FINE ARTS COURSES**

### **LOGIC SCHOOL FINE ARTS**

Logic school students select one fine arts class for the full year and are encouraged to stay in that fine art through Logic school. Logic students perform in the school's annual Christmas and Benefit programs. (See calendar and syllabi.)

#### **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 must purchase and maintain a weekly sketchbook as well as show 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 at the Christmas Concert, Spring Concert, and the Benefit Program. Students are encouraged to compete for the South Texas Honors Band. Students need to supply 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 supplying 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 supplying their own instrument. Private lessons are strongly encouraged.

#### **5. LOGIC THEATRE**

Students will take part 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 using music literature of numerous genres (including theatre music). Singing and choreography are combined to integrate the voice and movement. Students perform in the Christmas Concert, Spring Concert, and the Benefit Programs.

## **RHETORIC SCHOOL FINE ARTS**

All freshmen and sophomore students must take at least one core fine arts course. Junior and senior students are highly encouraged to continue in their fine arts area and many upper-class students will take on leadership opportunities. The first six fine arts are the core fine arts.

### **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, sculpting, and mixed media techniques. Art history is included in the curriculum. Students must purchase and submit a weekly sketchbook drawing and enter work in several competitions, including TAPPS.

### **2. RHETORIC BAND**

*(Prerequisite: Logic Band or audition)* Rhetoric Band's purpose is to play to the glory of God and to serve our school. Rhetoric band students perform at football and some basketball games, playoff games, pep rallies, Christmas, and Benefit programs. Rhetoric band students compete in TAPPS Instrumental Band Ensemble and, Solo and Ensemble performances. Students supply 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, and Benefit programs. TAPPS Ensemble performance is required for all students at this level. Juniors and seniors will also compete with a solo piece. Students supply 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 must perform at the Christmas and Benefit programs. Rhetoric orchestra students compete in TAPPS instrumental competition and compete in solo and ensemble competition. Students supply their own instrument. Private lessons are recommended to continue musical development.

### **5. RHETORIC THEATRE PERFORMANCE/TECH**

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.

## **6. RHETORIC VOCAL MUSIC/MUSICAL THEATRE**

Choir students concentrate on acquiring and fine-tuning vocal skills, reading music at sight, and performing choral pieces at the school's Christmas and Benefit programs, and TAPPS Vocal competitions. Class time is given to prepare for TAPPS Vocal contests, but additional rehearsals and/or performance clinics may be required. Additionally, voice students are expected to take part in musical theatre productions as either chorus ensemble or featured, auditioned characters.

## **RHETORIC SCHOOL FINE ARTS ELECTIVES**

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

## **7. 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. (.5 elective credit)

## **8. 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 communicate musically; to develop a modicum of fluency in the language of music. (.5 elective credit)

## **9. RHETORIC ELECTIVE AP MUSIC THEORY**

*(Prerequisite: Music Theory or 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).

## **10. RHETORIC ELECTIVE PRAISE ENSEMBLE**

Students perform for student assemblies and for TAPPS competitions. Music will be secular and pop in nature. Students sing in three- and four-part harmonies. (.5 elective credit)



## 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 are 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 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 submit the TAPPS Rules Acknowledgement Form (for students in Rhetoric School done through Rank One) and the Instrument Loan Agreement/Fees (if applicable).

## **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 take part 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 the projected absence as soon as possible to the instructor. Arrangements will be made for the absent student to write a two to four-page paper/review (see "Alternate Assignment" pg. 11) or a comparable assignment by the arts teacher.

If an athletic or academic conflict occurs, the Fine Arts Director, the Athletic Director and Rhetoric Headmaster need to be informed as soon as possible. Student(s) with conflicts brings the concern to the instructor and the instructor will inform the Fine Arts Director and a solution will be decided upon by the Fine Arts and Athletic Directors, and Rhetoric Headmaster.

## **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.

## **ADVICE IN 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 considering the student's talents and desires, and available time.

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. Auditions, applications, and submissions may be required for determining placement in classes.

## **FINE ARTS 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 may be expected to pick them up.

Students are expected to leave restaurants, waiting areas, hotels, schools and vehicles in better condition than when they 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. Any transportation deviance needs to be approved by Fine Arts Director or Headmaster.

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

Every performance is a culmination of many hours of preparation resulting in a performance grade. Our desire is for students to support each other and their fine art by being present for performances. When this is impossible because of personal situations, students must present work that is in lieu of this performance grade. This assignment is to make up for missed performances.

Each activity is worth 25 points. To get a 100 for missing a concert, you must do all four activities. 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.

**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.

**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.

**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 each of the pieces. Make sure you cite the pieces that you listen to and who recorded each piece.

**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.**