

Second Floor Scoop

LaGuardiaArtsProgramOffice.org

SPRING PROGRAMMING



STUDENTS: Check Your Spring Schedule

On Tuesday, December 15, you will receive two papers in OP:

1. a tentative schedule for the spring semester
2. a Program Change Request Form

Please take the time to review the classes for which you are programmed. Note that most of your teachers' names are not recorded in the draft version of the schedule you will receive. If you feel that you need to alter your schedule, please fill out the Program Change Request Form and bring it to Ms. van Keulen's new office in Room 261 by the end of the day on December 17.

We will only make program changes for one of the following reasons:

1. to fulfill graduation requirements
2. to correct an error; e.g., if a class is missing or if you passed a class in PM School or in previous years, and your schedule does not reflect this
3. to add a lunch period if you did not have one during the first semester
4. to give you physical education if you participated in a team sport and will not be part of a sports team in the spring
5. to fill a study period

Please understand that if you request a program change involving an elective or studio class, a number of your teachers may need to be changed. We will not modify a schedule again to accommodate a request for a certain teacher.

The Program Change Request Form will make clear that altering a schedule means possibly also switching your schedule to start earlier or later. A student requesting a program change may also have to be assigned a study period.

Seniors: We do not allow students to drop AP classes or electives for the second semester unless extenuating circumstances are presented to the counselor.

All Students: Please follow the schedule below. Late program change requests will **not** be honored. For more information, visit LaGuardiaArtsProgramOffice.org.

Dec. 15	Spring schedules are distributed.
Dec. 16-17	Program Change Request Forms must be brought to Room 261 (Ms. van Keulen's new office).
Jan. 5	Students are informed during third period about the approval or rejection of program change requests.
Jan. 6-8	Students meet with guidance counselors.

AFTER-SCHOOL ADVISORS



TEACHERS: The Work of After-school Advisors is Appreciated, but Please Be Aware of Guidelines.

Students who are in the building after their regular day must be directly supervised by a staff member at all times. This includes clubs, rehearsals, practices, etc. If you have not already done so, please provide Dr. Stricklin with the following information regarding any and all activities you are currently advising after school:

- name of activity
- name of advisor
- description of activity
- expected number of students engaged in activity
- days and times the activity meets (No activities involving students are allowed on conference days.)
- location (All activity participants must meet in the 5th floor cafeteria unless special permission is granted by Dr. Stricklin.)

Dr. Stricklin will provide you with the following:

- emergency contact information in the event there is a problem during an after school activity
- permission slips to be signed by parents acknowledging that their child will be meeting after school at the prescribed dates and times
- blank attendance forms for the advisor to take attendance at each meeting

When you agree to be an after school advisor, you are agreeing to be present and responsible for the safety and well being of the students involved in that activity from the time the activity begins until the activity ends. As such at the conclusion of each meeting you are encouraged to personally escort the students you are advising out of the building.

COMMAND OF LANGUAGE

colleague	n.	a fellow member of a profession; associate
exhilarate	v.	to make joyous and energetic; elate
overview	n.	a comprehensive view; survey
ensemble	n.	a group of musicians, singers, dancers, or actors who perform together
humanities	n.	those disciplines, such as philosophy and art, concerned with human thought and culture; the liberal arts

The American Heritage Dictionary 2001 ed.



25th Anniversary Festival

LaGuardiaArtsProgramOffice.org

THIS WEEK'S FOCUS: CROSS-CURRICULAR LEARNING

Art, Instrumental, Vocal, and Technical Theater



Mr. Stehle's Advanced Painting class



Ms. Blatt's Colored Pencil Illustration class



Mr. Marwah's Voice 3 class



Mr. Blancq's Senior Jazz class



Part of a stage setup created by technical theater students



Dr. Titone's Band 8 class

Appreciative Audiences

Students and teachers agree: LaGuardia's 25th Anniversary Festival was a great success! Members of our school community saw firsthand how our acclaimed studio teachers inspire and instruct our talented students.

Teachers of several studio classes explained to audience members what students learn in their courses

and how they are held accountable. For example, Mr. Blancq said that students are expected to take their instruments out and start playing the minute they come into class; there is very little time in a period, and every minute is important. Mr. Tatum also requires each student to start class immediately with a warm-up.

In one class

after another, studio teachers enriched learning by relating the arts to academics. Mr. Marwah talked about the Baroque period in his Voice 3 class. Ms. Bishop discussed a Yugoslavian composer and the historical reasons the particular piece they were performing has the characteristics it does.

The audience consisted of classes

of students in both academic and studio classes, and they clearly enjoyed presentations. Some teachers asked the students with whom they visited a class to write about what they saw or express their experience through different media. For example, students in Ms. Blatt's art class were asked to draw what they saw in Mr. Tatum's drama class.



25th Anniversary Festival

LaGuardiaArtsProgramOffice.org

THIS WEEK'S FOCUS: CROSS-CURRICULAR LEARNING

Celebrating LaGuardia Arts High School

The enthusiasm of student participants in LaGuardia's 25th Anniversary Festival was well expressed by Sean Hardy of Mr. Tatum's Acting 3 class: "At first I felt anxious about wanting to represent my studio the best I could. Once I got on stage, though, it all melted away. Presenting my art **exhilarated** me, and I really felt at home. Having other majors see drama in action is indescribable. I hope to do this again."

Science teacher Mr. Gonzales noticed that students' passion for performance kept them focused: "It was interesting for me to

see how one of my **colleagues** can manage a class of about 100 students without any problems." Indeed, 101 tenth grade girls were completely engaged throughout the entire period.

Art teacher Ms. Krams was also impressed. "This was a great opportunity for students and faculty to experience what the students do in other studios," she said.

Science teacher Ms. Lytle echoed this sentiment, saying, "Students are proud of their work, and they asked us to come and see them in their studio. They wanted us to

know more about them. Also, students want to visit advanced classes to find out how good they will need to be to be part of the advanced **ensembles**; these visits are inspirational for them." Ms. Lytle had seen Mr. Blancq's Senior Jazz class.

In Mr. Blancq's Junior Jazz Band class, art teacher Ms. Felber invited the musicians to come to Room 740, our new IMAC computer lab, for a photo shoot. She was moved by students' performance and hard work.

Ms. van Keulen, AP of Data and Technology, shared her enthusiasm: "It was impressive to

see how engaged the students are in the studio classes and how much pride and energy they put into learning and performing their art. It was also interesting to see how students from other studios interacted with teachers they were meeting for the first time and how they became involved in the class as well. Every studio teacher who opened classroom doors did so with a genuine intention of making their work known and sharing teaching experience with students and colleagues in a unique way."

Dance and Drama



A solo dance performance



Mr. Lobenhofer's Physical Technique class

(continued from the back page)

SPRING 2009 AP EXAM STATS – 4 and 5 for Exams with more than 80 students

EXAM NAME	# STUDENTS ADMINISTERED EXAM	# STUDENTS RECEIVING GRADE OF 3 AND ABOVE	% OF STUDENTS RECEIVING GRADE OF 3 AND ABOVE	# STUDENTS RECEIVING GRADE OF 4 AND ABOVE	% OF STUDENTS RECEIVING GRADE OF 4 AND ABOVE
US HISTORY	123	75	61%	41	33%
ENV. SCIENCE	104	49	47%	22	21%
ENGLISH LANG	168	155	92%	108	64%
ENGLISH LIT	122	104	85%	62	51%
CALC. AB	121	52	43%	24	20%
ART HISTORY	153	51	33%	17	11%

Innovations in Instruction

LaGuardiaArtsProgramOffice.org

STUDIO

Ms. Wolfe invites teachers to her Advanced Watercolor class!

Date: anytime

Period: 2, 3, 5, or 6

Room: 859

Vocal teacher Ms. Sandri described her students' visit to Ms. Wolfe's Advanced Watercolor course. Ms. Wolfe reviewed the techniques her students develop in Advanced Watercolor and also explained course standards and guidelines. She emphasized that each student is asked to represent a personal approach and feeling on the canvas. Ms. Wolfe wants to see what each individual student does with her teaching. She would like them to go beyond the techniques they learn into their personal expression and creativity.

Completed work is showcased in the hallway, and students are asked to give each other feedback. Teachers are encouraged to view student artwork.

ACADEMIC

A Humanities Class with a Soundtrack

Mr. Hawrylczak teaches his English 3 Honors class as a humanities course, incorporating history, political science, philosophy, and the arts.

Mr. Hawrylczak regularly brings music into his classroom. He plays songs by Bob Marley, and his students look at the reggae legend's lyrics, relating them to *Uncle Tom's Cabin*. A student working on a project about *The Crucible* brought in a cello and offered a musical interpretation of John Proctor's hanging.

Mr. Hawrylczak makes these interdisciplinary connections regularly, finding that they motivate students. This practice also improves comprehension. All LaGuardia students share a passion for the arts, and Mr. Hawrylczak makes use of their prior knowledge and talent in his English class.

STUDENT EXPERIENCE

Cross Curricular Connections

STUDENT EXPERIENCE:
How Does History Sound?

By Chelsea Yamada

We started studying the beginning of European music in Mr. Hamilton's Music History class and worked up to the present day. Each time we listened to the music develop, I felt as if the entire span of 1600 years was unfolding around me.

Music History has many links to European History. Time periods, such as the Medieval, Renaissance, Baroque, Classical, Romantic, and 20th Century eras all categorized specific

periods of thought and culture, which were reflected in the musical styles of the era. Elizabethan history is evident in the sounds of Thomas Weelkes' Renaissance madrigal

"[T]he Medieval, Renaissance, Baroque, Classical, Romantic, and 20th Century ...periods of thought and culture...were reflected in the musical styles of the era."

"As Vesta Was Descending," written about the Queen herself. Debussy's vague and impressionist songs were parallel to the art form that emerged during the Romantic era. Many such examples remain with me today.

A student can e-mail a description of interdisciplinary learning to Ms. van Keulen at lvakeu@schools.nyc.

THIS WEEK'S FOCUS: SPRING 2009 AP EXAMINATION ANALYSIS

(Please see the accompanying table.)

The Advanced Placement program (AP) allows students to pursue college-level studies while still in high school. The College Board offers thirty-seven AP courses in twenty-two subject areas. One in three high school graduates takes an AP course in high school. The AP Development Committee members represent a wide range of colleges and universities, including prestigious institutions such as Dartmouth, Georgetown, Harvard, Princeton, Swarthmore, University of California: Berkeley,

and Yale. Students in AP classes experience a rigorous, college-level curriculum and have the chance to earn credit, placement, or both for college. Teachers who participate in AP professional development improve as teachers in general, not just as teachers of AP classes.

62% of American high schools offer an AP program, and one of these high schools is our own LaGuardia Arts. Last year we offered fifteen AP courses and gave exams in nineteen subjects. Students interested in Chinese,

World History, Physics, and Psychology were able to take these exams even if we did not offer corresponding courses last year. Our scores for the exams taken by the most students are found on a previous page; please note that the percentage of students who received a score of 4 and higher on the AP test is included. LaGuardia's AP students have excelled with the help of their devoted AP teachers. All should be proud of their accomplishments.