



CHEROKEE CHRISTIAN CREATIVE ARTS
Developing the arts Created within us.

2015-2016 Program



MISSION STATEMENT

The Cherokee Christian Creative Arts Program seeks to:

- Foster our students' recognition that God is the source of our creative gifts and we are to use them to His honor and glory;
- Cultivate our students' joyful discovery of their natural talents so that they may pursue a lifetime of self-directed study; and
- Guide our students to appreciate the arts as a reflection of God's attributes and recognize what is good, true and beautiful.

"Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things." Philippians 4:8

Table of Contents

CCS Fine Arts Administration and Faculty	1
Program Overview	2
Fine Arts Program Tracks	
Elementary	3
General Art and Music	3
Extracurricular Opportunities	3
Middle School	4
Visual Arts Track.....	4
Choral Track	4
Instrumental Track.....	4
Theater Arts Track.....	5
Extracurricular Opportunities	5
High School	6
Visual Arts	6
Theater Arts	7
Music.....	7
Extracurricular Opportunities	8

Creative Arts Administration and Faculty

Susan Gum	<i>Director of Fine Arts</i> Conceptual Drawing Studio Art I, II & III 3D Design Theater Arts Technical Theater AP Studio Art AP Art History Cultural Studies Trip Program Director	susan.gum@cherokeechristian.org
Amy Peacock	General Art K-5 After School Elementary Art Program MS Studio Art Elective	amy.peacock@cherokeechristian.org
Sydney Pahl	General Music K-5 MS/HS Chorus After School Elementary Chorus After School MS Glee Club	sydney.pahl@cherokeechristian.org
Dave Lawson	5 th Grade Band MS Band HS Band After School Elementary Band Program	dave.lawson@cherokeechristian.org
Elaine Stephens	After School Dance Program	elaine.stephens@cherokeechristian.org



CHEROKEE CHRISTIAN CREATIVE ARTS

Developing the arts Created within us.

PROGRAM OVERVIEW

The visual and performing arts offer all students the opportunity to use the creative gifts that God has given them. Through the arts our students learn to solve problems and make informed decisions. They learn how to work collaboratively and develop skills in organizing, evaluating and interpreting information. They become adept at making decisions concerning materials and techniques. Research shows that students who complete cooperative creative group tasks tend to have higher academic test scores, stronger social skills and greater content knowledge and skills.

The visual and performing arts classrooms at Cherokee Christian Schools provide students an environment where the process of discovery, exploration and creativity is celebrated. The creative ability of each student is developed into talent through practice and perseverance. In elementary school, students progressively build on the foundational fine arts skills and knowledge learned in the year before. By the time the students enter middle school, they are offered more specialized fine arts training. The students can choose from Visual Arts, Chorus, Band or Theater Arts. Those students wishing to take their talents to the next level of proficiency may elect to specialize in a **three-year fine arts track**, concentrating their study in one discipline for the duration of their middle school career. Those students that complete all three years of their elected fine arts specialty will receive recognition of this achievement in their middle school transcript and diploma.

Students may continue their fine arts development in high school, participating in a variety of fine arts coursework in theater, visual art and music. Students may decide to pursue advanced study in the through the **MASTERWORK STUDIOS** pathway. Whether it's written, visual or performance based, Masterwork Studios is designed to offer an in depth study of the Liberal and Fine Arts categories. **For more information about Masterwork Studios go the CCS Web site.**



The fine arts high school student also has access to leadership opportunities through an extracurricular Theater Program, a Student Arts Guild, teacher assistantships and international travel through special arrangement with the Director of Fine Arts.

The different components of the elementary, middle school and high school fine arts offerings are described in detail on the following pages.

ELEMENTARY FINE ARTS PROGRAM

Visual Arts

Students in grades K-5 are introduced to the basic elements of design used by an artist when creating a work of art (color, value, line, shape, form, texture and space). Students learn art principles including balance, emphasis, harmony, variety, gradation, movement, rhythm and proportion. Each student develops abilities to:



- express ideas in original works of art in many mediums
- develop an understanding of art and artists of different cultures and historical periods
- learn to evaluate their own artworks and the work of others
- experience collaborative team work and problem solving

Music

Students in grades K-3rd receive general music instruction which introduces:

- the elements of music
- music theory
- music historical history

In 4th grade students are introduced to instrumental music. Students learn to play the recorder and are provided performance opportunities throughout the year. Students in 5th grade continue to build foundational music skills as they delve a little deeper into the musical elements and music theory. At the beginning of the school year 5th grade students choose a choral or instrumental band track as an introduction to group performance. Students can specialize in one of these areas in middle school.



EXTRACURRICULAR OPPORTUNITIES

After School Program

The Fine Arts Department has designed the elementary extracurricular art program to supplement the weekly arts curriculum. These additional classes may offer experiences not offered in the regular classroom, and build on skills taught in the regular classroom at an advanced level. The philosophy of this program is to build competencies and enthusiasm in our students who have a demonstrated passion for the arts. These extracurricular classes better prepare them for more advanced study in middle and high school electives. All of these classes are staffed by practicing professionals in their field of study. The extracurricular program is run on a fee basis and is completely self-supporting.

MIDDLE SCHOOL FINE ARTS PROGRAM

THREE-YEAR FINE ARTS TRACK TO BUILD PROFICIENCY

When students enter middle school, those students wishing to take their talents to the next level of proficiency may elect to specialize in a **three-year fine arts track**. The students can choose from **Visual Arts, Choral Performance, Band** or **Theater Arts**. Students wishing to try one of these electives do not have to commit to the three-year track to participate, *and* a student may choose to opt out of the three-year program at any time to explore other elective offerings available in other areas of study if they find the program too rigorous. Those students that complete all three years of their elected fine arts specialty will receive special recognition of this achievement in their middle school transcript and diploma. Completion of the program will provide the serious fine arts student an excellent foundation for continuing in advanced fine arts study in high school.

VISUAL ARTS

The middle school **Visual Arts Track** introduces students to the various forms of the visual arts, such as painting, drawing, sculpting and more. Students learn how to look at a work of art, identify and compare key characteristics in artworks, and understand the role that art has played throughout history. Through hands-on studio activities, virtual museum tours, discussion and research, learners develop an overall appreciation for the art they encounter in their daily lives and the ability to manipulate a variety of art mediums. As students participate in this track each year, they will be individually mentored to explore and extend their artistic ability, honing both their observation and technical skills. A third-year student will complete the program with a ten-piece portfolio, representative of their best efforts.



CHORAL PERFORMANCE

The Middle School **Choral Performance Track** provides opportunity for students to learn choral basics, such as proper singing techniques, sight-singing, musical expression and performance etiquette. Chorus students will also learn basic music theory and music history as it relates to our choral pieces. Individual attention is given to help students explore and expand the range of their developing voices, and each will be mentored to reach beyond his/her current grasp, both artistically and technically. Through singing, performances, and discussions, students are encouraged to be aware of the effect that music has on our culture, and conversely, how the culture influences music – both currently and historically. Students completing this track will be well prepared to meet the challenges of high school chorus.

BAND

The middle school **Band Track** provides progressive development of instrumental performance skills from 6th through 8th grade. Regardless of whether they commit to the three year track or not, **every student**



must begin or continue private lessons each summer before the elective begins and be accepted into the ensemble through an audition process. This process ensures that each student is ready to participate as part of an ensemble and has demonstrated the necessary work ethic to support this group endeavor. In this course, students will learn to read and play concert ensemble and solo arrangements of popular and traditional music. They will

learn necessary practice techniques and discipline as they progressively hone their individual and group performance abilities. As students participate in this track each year, they will be individually mentored to explore and extend their musical ability. A third-year student who completes the program would be more than prepared to pursue more advanced instrumental music in high school, with the opportunity to join the Concert Band with the permission of the Band Director.

THEATER ARTS

The middle school *Theater Arts Track* introduces students to theatre as an art form. For first-year students, emphasis is placed on developing the voice, body, and imagination through the use of theatre games, improvisation and ensemble exercises. Each student will have the opportunity to audition for stage roles and/or work with technical aspects of theatre in two full-length middle school drama productions each year. Second- and third-year students are progressively given more responsibility in roles or theater production. These more advanced students are given the opportunity for leadership roles, mentoring other students, serving as student directors for their own one-act plays, and auditioning for additional roles as available in high school theater productions.



James and the Giant Peach, October 2015

EXTRACURRICULAR OPPORTUNITIES

After School Fine Arts Program

The Fine Arts Department has designed the middle school extracurricular art program to supplement the weekly arts curriculum. These additional classes may offer experiences not offered in the regular classroom, and build on skills taught in the regular classroom at an advanced level. The philosophy of this program is to build competencies and enthusiasm in our students who have a demonstrated passion for the arts. These extracurricular classes better prepare them for more advanced study in high school electives. All of these classes are staffed by practicing professionals in their field of study. The extracurricular program is run on a fee basis and is completely self-supporting.

HIGH SCHOOL FINE ARTS PROGRAM

When students enter high school, those students wishing to prepare to pursue the fine arts in college may elect to specialize in a ***fine arts track***. Currently students can choose from Visual Arts, Theater Arts or Music. Electives available in high school are listed below. Fine arts students should consult with the Director of Fine Arts to develop a logical progression for taking these courses.

VISUAL ARTS

- **Conceptual Drawing** (one semester for ½ credit; offered first semester only). This course teaches students the basic principles of drawing that are universal to all design disciplines — mass, volume, form, contour, texture, light and shadow. These principles, introduced through lecture demonstrations, are applied to figure drawing, still life, landscape, architectural, and abstract subjects. Individual instruction in drawing with pencil, charcoal, pastel, and ink is geared to students of all levels.
- **Studio Art 1** (one semester for ½ credit). (Prerequisite - Conceptual Drawing) This class is the second course in the art major sequence. This studio course includes a series of art activities designed to teach fundamentals that can be utilized in a variety of visual art forms. Emphasis is on the gradual build-up of technical and conceptual skills, and activities and projects are designed to be cumulative and layered. Each student will develop an appreciation and understanding of the elements and principles of design, and gain confidence in articulating art concepts both visually and verbally. Students are introduced to several artists and their work, connecting art history and aesthetics with contemporary practice in class. In order to cover a wide range of styles and techniques, students complete assignments in both two- and three-dimensional media, including drawing, painting, printmaking, and sculpture. Students participate in class critiques, reviews, and assessments on a regular basis; their experience with each strengthens their critical analysis abilities and allows art language and vocabulary to be used with greater ease. Homework completion, sketchbook assignments, and the development of a portfolio are basic expectations of Studio Art 1.
- **Studio Art 2** (one semester for ½ credit). (Prerequisite - Studio Art 1) This class is the third course in the art major sequence. This studio course builds upon a variety of visual art fundamentals experienced in Studio Art 1, and is designed to engage the students on a more serious level. This course challenges the student to begin a more personal investigation of how and why people make art while still learning how to see, grow as an artist, and reflect on process. Activities and projects are designed to continue building up technical and conceptual skills, but now students are expected to make specific decisions independently as they begin to develop their initial personal voice and style. A wide range of styles and techniques are covered, with assignments in both two- and three-dimensional media, including drawing, painting, printmaking, design, and sculpture. Layout, design, and composition skills continue to be practiced and articulated both visually and verbally. Students are introduced to several artists and their work, connecting art history and aesthetics with contemporary practice in class. Students are expected to participate in class critiques, reviews, and assessments on a regular basis; their experience with each strengthens their critical analysis abilities and allows art language and vocabulary to be used with greater ease.



Weekly homework completion, sketchbook assignments, and the development of a second year portfolio are basic expectations of Studio Art 2.

- **Studio Art 3** (one semester for ½ credit). (Prerequisite - Foundational Drawing, Studio Art 1, Studio Art 2 and permission of the teacher) This class is the fourth course in the art major sequence. This studio course begins the process of creating art works for inclusion in the AP Studio Art portfolio.
- **AP Studio Art** (Prerequisite: Foundational Drawing, Studio Art 1, Studio Art 2 and permission of the teacher). In this course, the student develops a complete portfolio of artwork (Drawing, 2-D Design, and 3-D Design), demonstrating both concentration in a particular medium and breadth of abilities across various media. This course prepares the students to submit their portfolio for evaluation in the spring, serving as a direct demonstration of their achievement.
- **AP Art History** (Prerequisite: permission of the teacher). In this course, students will use critical thinking as they develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other media, from ancient times to today. Emphasis will be placed on understanding how and why works of art function in context, considering such issues as patronage, gender and the functions and effects of works of art. This course prepares the student for the AP Art History exam in the spring.
- **3-D Design** (one semester for ½ credit; offered one semester only. Required for STEM students; may count as fulfilling either a Technology or a Fine Arts requirement for the general diploma as well. Prerequisite: Foundational Drawing) This course is an exploration of art in 3-dimensional form. A variety of mediums will be used such as ceramic, textile, paper, wire, glass, metal as well as technology for computer-aided design. Students will participate in a wide range of experiences using additive and subtractive sculptural techniques. A final collaborative project will explore kinetic sculpture. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics.

THEATER ARTS

- **Technical Theater** (may be repeated for credit; ½ credit per semester). The course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Topics covered will include design research and principles; painting and construction techniques; equipment use and maintenance; principles and application of sound, lighting, and computer technology; the use of special effects; costume and makeup considerations and selection; publicity and business management; theatre safety; and the function of technical stage personnel in production work. Technical theatre will incorporate academic study and hands-on application of knowledge and skills.



Ironheart, Spring 2015

MUSIC

- **Introduction to Instrumental Music** (may be repeated for credit; ½ credit per semester). This course is designed to allow students to develop new skills in music. Students may choose one(1) concert band instrument (with guidance of the instructor) to play for the duration of the class. Students will develop skills with their instrument and knowledge of music culminating in a performance at the end of the semester. Students (with no recent previous instrumental training)

wishing to join the instrumental music track must complete at least one (1) course of Introduction to Instrumental Music. *Note: there are required after school rehearsals and concerts.*

- **Band I** (may be repeated for credit; ½ credit per semester; *Prerequisite: Middle School Band or at least 1 course of Introduction to Instrumental Music*) This course is the performing concert band class. Students may join this class with the permission of the instructor. The concert band consists of woodwind, brass and percussion instruments joining together to perform multiple concerts throughout the school year. Students will improve existing skills on their instrument and expand their working knowledge of music and music theory. *Note: there are required after school rehearsals and concerts.*
- **Music Technology** (may be repeated for credit; ½ credit per semester). This class explores the technology used in creating, editing, and marketing music. Students will learn about software used to write and edit music, record and edit music and to advertise music. Each student will have a semester project within the field of writing/arranging music, recording and reproducing music with an audio CD, or a demo CD/DVD for the performing groups at CCS. This course does not require any background in music but a working knowledge base is preferred.

EXTRACURRICULAR ACTIVITIES

THEATER

The CCHS theater program operates as a club that meets regularly and performs up to four times per year. Any interested student is invited to come to the bi-weekly meetings and audition for performances. Not an actor? There are many supporting roles where you can get involved: designing and running sound and light, instrumental accompaniment, costuming, makeup, stage design, set painting, prop creation, publicity and more. See the Director of Fine Arts for more information.



Shakespeare's *The Tempest*, performed by CCHS in 2014

STUDENT ARTS GUILD



The CCHS Student Arts Guild is a place for practitioners, patrons, admirers, novices and masters alike. This student-led organization allows all who are interested in the arts to learn, practice and most importantly enjoy the arts amongst a group of like-minded individuals. Activities include bi-monthly meetings; workshops to try, share and learn new art forms; performance opportunities at coffee houses; and, excursions to a variety of arts events.

INTERNATIONAL CULTURAL STUDIES TRIP

Annually CCS offers our high school students the opportunity for international travel, as we explore the art, architecture, history and culture of other countries. In years past we have traveled to England, Scotland, Ireland, Spain, France, Italy, and Greece. In 2015 students traveled to Eastern Europe, visiting Berlin, Krakow, Prague and Budapest. CCS contracts with a tour company that specializes in educational tours, EF Tours. EF is a world leader in educational travel with over 40 years of experience. There is no better way

than travel to ignite a students' curiosity about the world around them and motivate them to become lifelong learners!

CCS generously provides CCHS seniors a travel stipend to participate in this international travel opportunity. Seniors receive \$150 for every year they have consecutively attended CCS, including their senior year. For example, a senior who joined CCS in 7th grade would receive a stipend of \$900. See the Director of Fine Arts for more information.



Students in front of the remains of the Berlin Wall,
Spring 2015