

## 9<sup>th</sup> Grade English

### How to Choose Between *Responding to Literature* and *Points of View*

There are two curriculum choices for freshmen: **Responding** (honors) and **Points of View** (standard). We recognize that placement depends on many factors, including overall course load.

**Responding** is a good choice for students who enjoy reading, writing, and discussing literature. Teachers assume a certain facility with language. Students must be able to:

- tackle some complex and lengthy texts – for instance, Dickens and Homer -- at a quick pace: 30-35 pages per night. *Students who read slowly or struggle with comprehension of dense text should consider Points of View.*
- move from concrete observations to abstract ideas using texts from antiquity to the present.
- write competently -- and relatively independently – in a variety of modes: creative, analytical, personal.

**Points of View** is a good choice for students whose facility, engagement, and confidence in reading and writing may need a boost. Teachers offer a challenging curriculum in which students:

- read challenging literature from antiquity to the present, and discuss ideas.
- complete the same variety of writing assignments, although complex assignments are often broken down into steps.
- move through texts at a slightly slower pace than Responding: 20-25 pages per night.
- receive more individual attention from the teacher because the classes are significantly smaller. (Responding classes are generally capped at 25, while Points of View classes are capped at 18.)
- focus on strategies for completing reading and writing assignments successfully.

Here is another way to gauge whether the honors level is appropriate:

- The student should currently have strong skills in at least two of these three areas: **reading**, writing, and abstract thinking. One of the areas of strength must be **reading**.

*Your child's current English teacher is in the best position to gauge correct 9<sup>th</sup> grade placement. Choosing a standard-level course in 9<sup>th</sup> grade English does not preclude the student from taking an honor-level course in future years. Or vice versa.*

Please call or e-mail me if you have any questions.

Mary Burchenal  
English Department Chair  
617-713-5064  
Mary\_Burchenal@psbma.org

**BHS World Language Placement for Grade 9)**  
**Agnes\_Alberola@psbma.org**  
**617-713-5094**

All students need at least two years of WL (in the same language) to graduate from BHS.  
Most colleges want to see a progression of at least three years of a WL.  
The vast majority of our students take four years of WL.  
Don't wait until Sophomore year to begin.

**1) Students can begin any language at BHS:**

WL0100 Chinese I  
WL1100 French I  
WL5100 Japanese I  
WL3100 Latin I  
WL4101 Beginning Spanish I (two teachers and smaller class size)

**2) Students who have studied a WL in grade 8 can continue studying the same language:**

Please use the recommendation indicated by the grade 8 WL teacher. Changes made in September may not be possible due to classes being full or schedule conflicts.  
For Spanish, the most typical recommendations are:  
WL4220 Intermediate Spanish II  
WL4230 Intermediate Spanish II Honor  
WL4240 Intermediate Spanish II Advanced (used to be named AP)

For French, the most typical recommendations are:

WL1220 French II  
WL1230 French II Honor  
WL1240 French II Advanced (used to be called AP)

For Chinese, the most typical recommendations are:

WL0200 Chinese II  
WL0230 Chinese II Honor

**3) Heritage speakers or native speakers of languages offered at BHS can sometimes study that language at BHS.** They need to contact Agnès Albérola to decide if we offer the right course for them and which level would be best.

**4) Students who want to take two WL:**

In very rare instances, students might be able to take two languages at BHS, provided that no additional section need to be funded to accommodate these additional students, and provided that the two language classes fit in the students' schedule without prejudice to the inclusion of required courses such as 3 years of elective courses over their four years of high school. Make sure to let your Elementary school guidance counselor know which language is the first choice. In case of conflicts, priority will go to students' first choice.

1/14/2013	Japanese	Chinese	Spanish	French	Latin
<b>A successful learner has or should be developing...</b>	Good fine motor skills for writing characters, strong reading skills, visual learning skill, enjoy learning unique culture. Loves learning Japanese pop culture and history.	Good fine motor skills for writing characters, strong reading skills, visual learning skills	Strong verbal skills, good listening comprehension, and understanding of grammar	Strong verbal skills, good listening comprehension, an understanding of grammar	Good reading comprehension skills (analysis of grammatical relationships and context.) Enjoyment of learning new words.
<b>Challenges</b>	From the start: Recognition, memorization, and writing of characters are crucial.	Memorization and writing of characters are crucial.	Responding to speaking prompts in Spanish and getting used to a grammar that is different from English (verb tenses, etc.)	Responding to speaking prompts in French, getting used to a grammar that is different from English, and to a pronunciation that does not correspond to the spelling	Extracting meaning from a language w/ grammar different from English: endings of words change according to grammatical function.
<b>Writing Skills</b>	Very important: memorization and production of characters starting the first month. Grammar rules are relatively simple compared to romance languages.	Very important: memorization and production of characters starting the first month. Visual clues are provided in early stages.	Attention to a different spelling and grammar is needed	Attention to a different spelling and grammar is needed	Writing assignments are usually translations based on material covered in class. A few original compositions.
<b>Reading Skills</b>	Recognition of characters starting first month.	Recognition of characters starting first month.	Relatively easy thanks to words similar to English and similar word order.	Relatively easy thanks to words similar to English and similar word order.	Students use grammar (cases) and context to understand reading. Students learn many English SAT-words based on Latin roots. Relatively easy: 60-80% of English words come from Latin
<b>Listening Skills</b>	Many cognates and words that are similar to English. Own alphabet for foreign words.	No words similar to English (cognates) to help guess the meaning.	Heavily emphasized, most of the instruction and activities are in Spanish. Many words similar to English.	Heavily emphasized, most of the instruction and activities are in French. Many words similar to English.	Hearing and reading Latin read aloud supports learning. Most directions are given in English. Many English cognates introduced.
<b>Speaking Skills</b>	Most Japanese sounds are also found in English and pronunciation is very simple for English speakers. No tones used to differentiate between words..	Most Chinese sounds are also found in English. Tones (voice going up/down) can change the meaning of a word. Students will use pinyin (English letters) to pronounce Chinese words.	Heavily emphasized, a willingness to talk is an asset. Spanish is generally easy to pronounce for English speakers.	Heavily emphasized, a willingness to talk is an asset. French has sounds that are not used in English, so the pronunciation presents a challenge.	Learning to read Latin aloud is easy because it is phonetic, and close to English pronunciation. Students learn some phrases and ask/answer simple questions in Latin.
<b>Assessments</b>	Initial emphasis on reading and writing but quickly emphasis on speaking and listening builds. Using Japanese in authentic situations is critical.	Reading characters; at first writing in pinyin, but later writing in characters; speaking; listening	4 skills are assessed in situations that reflect "real life."	4 skills are assessed in situations that reflect "real life."	Reading comprehension, vocabulary and grammatical relations are assessed in situations that reflect "real Roman life"..

**SPEAKING:****Standard:**

- Prompting or cues give me the confidence to speak.
- With time and repetition I can use new information.
- I can speak in the target language if I am given a script.
- My pronunciation needs correction to be understandable.
- I hesitate a lot when I speak and need to be given extra time to finish my sentences.

**Honor:**

- I take risks frequently when I speak, and only need prompting or cues on occasion.
- I try to incorporate new information and words when I speak.
- I speak in the target language most of the time without reminders.
- My pronunciation is mostly understandable.
- I may hesitate occasionally when I speak.

**Advanced:**

- I am a consistent risk taker when I speak.
- I consistently incorporate new information successfully when I speak.
- I can maintain my conversation in the target language all of the time in a natural, fluent manner.
- My pronunciation sounds natural and is easily understandable.

**LISTENING:****Standard:**

- I like when the teacher speaks slowly with frequent repetition.
- I can understand listening passages with lots of repetition and pauses.
- I often wish that the teacher would speak more in English.

**Honor:**

- I can generally understand when the teacher speaks with some repetition.
- I am very comfortable with the teacher speaking only in the target language.

**Advanced:**

- I can usually understand when the teacher speaks the first time around.
- I feel confident in what is being said to me in the target language, even if I do not understand every word.

**WRITING:****Standard:**

- I like my writing assignments broken down into smaller steps.
- I need a lot of practice to be accurate in writing.
- I use basic vocabulary and I repeat many words in my writing assignments.
- I need a model of what is expected in order to write correctly.

**Honor:**

- I take some risks when I write in order to express complicated ideas.
- I try to incorporate new information, vocabulary and verb tenses when I write.
- I use some variety in my vocabulary and sentence structure when I write.
- I thoroughly complete my written assignments.
- I generally make few mistakes in writing.

**Advanced:**

- I am a consistent risk taker when I write.
- I incorporate new information, vocabulary and verb tenses successfully when I write.
- I use a variety of sentence structure easily when I write.
- I tend to extend my written assignments without being asked to do so.
- I am highly accurate in my writing.

**READING:****Standard:**

- I find that I need individual help when reading in the target language.
- I prefer to ask the teacher for help with words I cannot understand in the reading.
- I like to be given extra time when reading.

**Honor:**

- I can usually understand what I read, but sometimes I may need help.
- I usually look up words I do not understand by myself.

**Advanced:**

- I like to figure out a passage from the context of the reading by myself and I usually understand what I am reading.
- If I do not understand a word, I know how to find its meaning using a variety of outside resources.

**CLASS PARTICIPATION:**

**Standard:**

- I wait for the teacher to call on me in class.
- I need help to use the target language when working in groups or pairs.

**Honor:**

- I often share what I know in class using the target language.
- I stay mostly in the target language when working in groups or pairs.

**Advanced:**

- I am eager to share answers or comment in the target language.
- I always stay on task in the target language when working in groups or pairs.

**QUALITY OF HOMEWORK:**

**Standard:**

- I need very clear directions and modeling to do my homework.
- I sometimes need the teacher's help to complete assignments.

**Honor:**

- I usually complete my homework assignments thoroughly and on time.

**Advanced:**

- I consistently complete my homework thoroughly, carefully, and on time.
- I independently review my homework and other materials.

**STUDY STRATEGIES:**

**Standard:**

- I benefit greatly from one-on-one help and advice when studying.

**Honor:**

- I know some strategies to be successful on assignments, and only rarely require individual help.

**Advanced:**

- I know a variety of study strategies to be successful on assignments.

**REFLECTION:**

- Student reflection: Comment on which level you feel you should be in and why.

# Visual Arts Department

## The Most Important Characteristic of an Art Student: **Be Curious.**

The visual arts classes at BHS meet four times a week in dedicated studios that provide a significantly different experience than elementary school. The Visual Arts program is vertically aligned K-12, with a shared teaching and learning expectations for students, the development of a genuine understanding and practice of an artistic practice and the habits of mind necessary for creativity.

Freshmen begin with our level I classes (foundational work) that are designed to meet the needs of the novices and those with some practice in the visual arts. Teachers provide instruction on the techniques necessary to allow all students the opportunity to create their very best work, to advance their understanding and skill in the creative process.

### These charts will help when choosing a visual arts elective.

*Think about these questions before choosing your classes.*

*Are you passionate about making Art, and already known that you want to study art forever?*

**Be sure to get as much drawing as you can-the number one thing art schools look for on applications and in portfolios**

*What materials do you like to work with when creating art?*

**Certain classes have very specific materials listed in the catalog.**

*Do you like to try new things?*  
**Take a course that you have never experienced.**

<b>Drawing</b>	<b>Drawing I</b> <b>Drawing for Understanding in Field Science</b> <b>Comic Books</b> <b>Animation</b> <b>Digital Design</b>
<b>Painting</b>	Painting Printmaking Art studio
<b>New tools</b>	Working in 3D: Sculptural Objects Ceramics Metals Photography
<b>Mixed media</b>	Art studio Printmaking Working in 3D: Sculptural Objects Metals
<b>Computer Generated</b>	Animation Comic books Digital design studio Photography Digital Video Documentary Film
<b>Broadcasting Commercial</b>	TV production Digital Video Documentary Film

All Visual Arts students develop personal voice, persistence, problem solving, an appreciation of different points of view, the ability to collaborate, effective communication skills, and the craftsmanship to create increasingly sophisticated works of art.

BROOKLINE HIGH SCHOOL  
115 Greenough Street  
Brookline, MA 02445  
617-713-5000

February 2016

Dear Parents of 8<sup>th</sup> Graders:

At Brookline High School, in most subjects, we level classes. In Social Studies, we designate some classes ‘standard’ and some ‘honors’ (and at the upper grades, in some subjects, we add ‘AP’). The purpose of this letter is to explain how and why we do this, and to help you to understand the placement recommendation made by your child’s current Social Studies teacher for 9<sup>th</sup> grade.

The main structural difference between standard and honors World History is class size. This reflects the fundamental philosophical difference between standard and honors instruction – in a word, independence. While we work on content literacy skills at every grade and level, in honors classes, we assume that students can read independently with a fair degree of comprehension and accuracy. Likewise, we assume that students have facility in applying concepts to cases and in generalizing from specifics. Teachers in standard classes, by contrast, will work more frequently and explicitly on skill development. They will break down and supervise reading, note taking, and writing. Formal essays will have lots of parts completed in class. And teachers will spend lots of time monitoring the progress of individual students. Hence the smaller classes. In honors, teachers assume that students have the literacy, conceptual, and organizational skills to work much more independently, and with less direct supervision of progress – hence the larger classes.

This difference is substantial, and for some kids, it makes all the difference. That said, keep in mind what’s common: the curriculum, the textbook, and the faculty. First, all students at BHS, regardless of level, will study the classical civilizations of the pre-modern era: China, India, Christian Europe, and Islam. Each will learn about the improbable rise of the West and its consequences from the Age of Exploration and the conquest of the New World to the scientific revolution and Enlightenment. Second, all 9<sup>th</sup> graders at BHS will be using the same reasonable, though still imperfect, textbook. Third, with minor variation from year to year, everybody in the Social Studies Department teaches both honors and standard classes. We don’t have designated ‘honors’ teachers or ‘standard’ teachers.

The goal of level placement is to get the academic challenge in the sweet spot. There’s nothing more demoralizing for a young person than to sit in a room watching other kids discuss something they don’t understand. Second to this is the agony of sitting in a room while kids learn painstakingly how to master something you already know how to do. We

level so that kids can get the challenge where they need it – so that they can be stimulated and provoked and can experience success after a reasonable amount of effective effort.

Your child's current Social Studies teacher is the expert on his or her progress and current abilities in the subject. The district gives you the authority to override their judgment, but that's not a decision to make lightly. I particularly urge you to give me a call should you be considering making that decision. And, of course, feel free to get in touch any time you have questions or concerns about your child's education in Social Studies.

Best Wishes,

Gary Shiffman  
Social Studies Curriculum Coordinator  
gary\_shiffman@brookline.k12.ma.us  
617-713-5045





Re: BHS Course Offerings in Mathematics  
To: 8<sup>th</sup> Grade Parents  
From: Joshua Paris  
Math Department Chair

joshua\_paris@psbma.org  
617-713-5168

## I. Overview of the BHS Math Program

Program or Level	Gr. 9	Gr. 10	Gr. 11	Gr. 12
College Prep	Geometry	Algebra 2	Trig. & Analysis	Foundations of Calculus Statistics
Honors	Geometry Honors	Algebra 2 Honors	Precalculus Hon.	AP AB Calculus AP Statistics
Advanced	Geometry Advanced	Algebra 2 Advanced	Precalculus Adv.	AP BC Calculus AP Statistics
IMP		IMP2 Honors	IMP3 Honors	IMP4 Honors

Other Senior Options: Perspectives of a Mathematical Mind, Algebra Topics & Technology, College Algebra Topics

### **EXCITING NEW MATH/COMPUTER PROGRAMMING COURSES**

These courses may be taken for math or elective credit and are open to students in grades 9 – 12. Some Seniors will take these courses for their fourth math credit AND the majority will take them as additional math or elective courses:

- Computer Programming: SNAP! (MA1501 or CE4101)
- Computer Programming: Python (MA1502 or CE4102)
- Exploring Computer Science Engineering (MA1500 or CE4100)

## II. Resources:

### A. The Math Centers

- The math centers are places where students can drop-in to get math help from a BHS math teacher.
- There are two math centers: One for 9<sup>th</sup> and 10<sup>th</sup> grade students and one for 11<sup>th</sup> and 12<sup>th</sup> grade students.
- Each math center is staffed by two or three math teachers and is open every day from 7:30 AM to 8:15 AM.
- Students from all levels attend the math centers.
- Students come to work on homework assignments, study for tests, get caught up when they've missed class time and generally enhance their overall mathematical understanding.
- The atmosphere in the math centers is very relaxed. Students feel comfortable asking for help.
- Groups of students from the same class come to the math centers to work on their assignments together.

### B. The AALSP Calculus Project

The African American and Latino Scholars Calculus Project is a program whose goal is to provide a support structure for African American and Latino students to be successful in honors and advanced level math courses. Student in the CP:

- Attend enrichment and challenging courses in the summer taught by highly qualified teachers
- Become members of a cohort in order to provide support to each other. These students are grouped in the same math sections
- Gain access to free tutoring after school
- Are taught that success in mathematics stems from hard work and not on innate ability
- Complete their high school math careers by taking a Calculus course in grade 12

### III. Course Request Suggestions

To begin their math experience at BHS 9<sup>th</sup> grade students will take one of three courses: **Geometry Advanced (MA1040)**, **Geometry Honors (MA1030)**, or **Geometry (MA1020)**. The best advice I could offer for requesting the math course for your child to take is to follow the advice of his or her 8<sup>th</sup> grade teacher and counselor. They know your child's learning style very well, are familiar with the high school math program and can thus match your child with a math course in which they could successfully access the curriculum.

In terms of curriculum, the 9<sup>th</sup> grade math courses are very similar. However, they do differ in three ways:

- Pace
- Amount of formal geometric proof
- Amount of algebra

The primary difference in the courses, however, lies in the type of instruction that is utilized. The students in Advanced Geometry complete independent investigations on a daily basis and, thus, must possess a certain level of academic independence. In Geometry, on the other hand, the teachers use direct instruction and scaffolding much more frequently. Geometry Honors lies somewhere in the middle, incorporating both of these pedagogies. To help you see which course could be a good match for your child I have included a description of a student who is likely to be successful in each of the courses. Please do not hesitate to contact me if you have any further questions.

In order to be successful in **Geometry Advanced** a student should:

- Really like thinking about math problems and how to solve them
- Have very well developed analytical reasoning and computational skills
- Have really good math intuition and number and spatial sense
- Be able to solve complex problems by making connections between many concepts
- Be able to apply concepts to unfamiliar math problems
- Understand math both conceptually and procedurally
- Want to work independently without a lot of direct instructions
- Say to the teacher, when s/he is stuck on a problem: "Don't tell me. Just give me a hint."

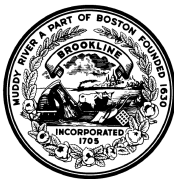
It is a goal of the math department that ALL graduates of BHS possess the skills that are described above. Some students possess these skills as they enter BHS and thus are likely to be successful in Geometry Advanced. We have designed our Honors and College Prep level courses to help students develop those skills. As they do, they will be able to move up a level to take on more challenge as they progress through BHS.

In order to be successful in **Geometry Honors** a student should:

- Like thinking about math problems but need direct instruction to help solve them
- Be able to reason well analytically
- Have good number sense
- Be able to make connections between math topics
- Be able to apply concepts to unfamiliar math problems with the help of the teacher
- Develop the ability to understand math both conceptually and procedurally
- Have good organizational and study skills
- Ideally say to the teacher, when stuck on a problem: "I don't get it, can you help me get started." But more often say, "Can you show me how to do it?"

In order to be successful in **College Prep Geometry** a student should:

- Make use of a very structured class environment with lots of scaffolding provided
- Respond well to direct instruction
- Develop analytical reasoning and algebraic skills
- Be a responsible and diligent student who completes daily homework assignments
- Be able to make connections between math topics with the direction of the teacher
- Be able to explore mathematical concepts with guidance from the teacher
- Take advantage of the teacher's help to develop good organizational and study skills



# Brookline High School

Science Department

115 Greenough Street

Brookline, MA 02445

(617) 713-5365

Dear Guardians and Parents of 8<sup>th</sup> Graders,

The science courses offered at Brookline High School for 9th grade students are *Physics I* and *Physics I Honor*. After successfully completing one of these courses, students can then take Chemistry followed by Biology. Following the completion of these three core subjects, students can choose from the 16 optional science courses that Brookline High offers.

***Physics I*** is a rigorous course designed for students who want a solid foundation in introductory physics. The course is designed for students with a keen interest in science who are very self-motivated, often find themselves asking “why,” and enjoy discussing real-world applications of physics. Topics include vibrations/waves, heat, electricity/magnetism, and mechanics. In addition to learning physics content, there is an emphasis on mastering the scientific skills that will provide a strong foundation for science courses in future grades. Frequent hands-on activities and projects allow students to reinforce and apply what they have learned. Students who complete the required work on a topic will have opportunities to go in more depth with optional extensions. *Physics I* is best suited for students enrolled in *Geometry* or *Geometry Honor*. After successfully building skills in *Physics I*, students may elect to enroll in an honor level chemistry course in the tenth grade. Students who have been successful in *Physics I* are well prepared to take *AP Physics* in their senior year, and may become science majors in college.

***Physics I Honor*** covers the same content as *Physics I* but in greater depth and with more mathematical applications. Students in this course should be comfortable grappling with rigorous concepts independently, and should be excited to work through problems for which they don’t immediately see the solution. This course emphasizes understanding concepts, and there is a strong math component that uses both algebra and trigonometry to solve multi-step problems. *Physics I Honor* is best suited for students in *Geometry Advanced* and those in *Geometry Honor* with a strong interest in science.

Sincerely,

Ed Wisner

Curriculum Coordinator for Science 9-12

[Ed\\_Wisner@PSBMA.org](mailto:Ed_Wisner@PSBMA.org)

<b><i>BHS Science Course List and Sequence</i></b>		
<b><i>9<sup>th</sup> Grade</i></b>	<b><i>10<sup>th</sup> Grade</i></b>	<b><i>11<sup>th</sup> Grade</i></b>
Physics 1 Physics 1 Honor	Chemistry 1 Chemistry 1 LBC Honor Chemistry 1 Honor	Biology 1 Biology 1 BSCS (Standard or Honor) Biology 1 Honor
<b><i>Optional Courses</i></b>		
Astronomy (S/H) Anatomy & Physiology (S/H) AP Biology AP Chemistry AP Environmental Science	AP Physics – 1&2 AP Physics – C Biology 2 Honor Body/Mind Honor Engineering By Design	Engineering Innovation and Design Environmental Science and Society (S/H) Forensic Science (S/H) Genetics (S/H) Marine Biology (S/H)

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115 Greenough Street  
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**Brookline High Performing Arts**

February 2017

Dear Parents and Guardians of 8<sup>th</sup> Graders,

All students are required to take three elective credits (three full years) in order to graduate from Brookline High, including classes in the Performing Arts. The Performing Arts Department at Brookline High offers students many opportunities to develop their artistic technique and creative expression through a rich array of courses in drama, dance, and music. We have classes for students with all levels of experience, as well as for those who have never before taken a performing arts course. We encourage students to continue to develop skills they have been working on in elementary school as well as try something they have never done and discover a new passion.

While some of our courses have prerequisites, many are open to all. Here below you will find a list of classes open to all students, as well as classes 8<sup>th</sup> grade students can audition into. Below this list of classes, are audition times and details for students to advance place into higher level classes. For a more comprehensive list of BHS Performing Arts classes with descriptions, please refer to the Performing Arts section of the BHS Course Catalog.

Please contact me if you have any questions.

Sincerely,

Kenny Kozol  
K-12 Performing Arts Coordinator  
kenny\_kozol@psbma.org  
617-713-5228

**Dance Classes:**

Beginning Dance (full year)	Open to all students
Beginning Dance 1-A (half year)	Open to all students
African, Latin American and Hip Hop Dance	Open to all students
Intermediate Dance, Advanced Dance, Choreography	By audition

**Drama Classes:**

Drama I (full year)	Open to all students
Drama I-A (half year)	Open to all students
The Theatre of Hip-Hop	Open to all students
Backstage: Powertools and Special Effects (stage design and creation, lighting and effects)	Open to all students

### Music Classes:

Jazz/Rock Ensemble	Open to all students
Music Collective/Jazz Band	By audition
Digital Music Production and Composition	Open to all students
Drumming and World Music: Africa, Latin America and the Caribbean	Open to all students
Piano Class	Open to all students – for students with little or no prior piano experience
Concert Choir	Open to all students
A Cappella Choir	By audition
Camerata Honor (chorus)	By audition
Concert Band	Open to all woodwind, brass and percussion students with previous school or private instruction on instrument
Orchestra	Open to all violin, viola, cello and bass students with previous school or private instruction
Advanced Chamber Orchestra	By audition for all woodwind, brass, percussion, violin, viola, cello and bass students

### Performing Arts Classes Auditions for 2017-2018 Classes

#### **Dance Auditions for Intermediate Dance, Advanced Modern Jazz Dance and Choreography:**

Friday, March 3 **or** Thursday March 9, Dance Studio One, Tappan Gym, 3:10pm – 4:30pm in Dance Studio One in the basement of the Tappan Gym at BHS. This audition is only for students interested in being in an Intermediate or Advanced level class. All students who wish to take Beginning Dance, Beginning Dance I-A or African, Latin, Hip-Hop Dance do not need to audition. The audition you will be given a center floor warm-up, a few across the floor phrases, and a short routine. Please come dressed in dance clothing, ready to move, and be able to stay the whole time. You only need to attend one of these dates. For more information please contact [christien\\_polos@psbma.org](mailto:christien_polos@psbma.org).

#### **Music Collective/Jazz Band Auditions:**

Please note that we have many music classes open to all students without an audition, including Jazz/Rock Ensemble, Concert Band, Orchestra, Drumming and World Music: Africa, Latin America and the Caribbean for students interested in ensemble focused classes. For students with more experience in music and improvisation, the Music Collective/Jazz Band is our highest-level improvising ensemble playing a wide range of music including jazz, rock and other styles. Members of the group arrange, compose and perform music. Auditions are Feb. 28 **or** March 1 from 3pm to 4pm in the BHS Band Room, room 120 next to the cafeteria (students choose one day and email [carolyn\\_castellano@psbma.org](mailto:carolyn_castellano@psbma.org) to confirm). Please see audition information sheet attached here below. Students should know the song Sonny Rollins song Tenor Madness (more details on the audition information form below). Interested students should come audition even if they don't feel 100 percent prepared with all the theory, most of the audition time is spent playing as an ensemble. For more information please contact [carolyn\\_castellano@psbma.org](mailto:carolyn_castellano@psbma.org).

#### **Advance Chamber Orchestra:**

Students do not need to audition to be in our BHS Orchestra (for violin, viola, cello and bass) nor our Concert Band (for

woodwinds, brass and percussion). For more advanced instrumentalists, we have Advanced Chamber Orchestra, which is a by-audition class. Auditions for Advanced Chamber Orchestra will be approximately five minutes. 8<sup>th</sup> graders must contact Mr. Soto at [jorge\\_soto@psbma.org](mailto:jorge_soto@psbma.org) to schedule a specific time (more details here below). Auditions time options will be Monday, February 27 through Friday, March 3 from 7:30am to 8:15am in the BHS Auditorium, and Wednesday, March 1st between 3pm and 7pm in room 322 (across from the BHS Black Box Theatre). Students should prepare a short passage (one minute or so) of their choice to perform, they will sight read, and play one major scale and one minor scale (either harmonic or melodic) in student's choice of key with corresponding arpeggios. BHS students should sign up for a five-minute time slot on the door in front of the Performing Arts Office, and elementary students should email Mr. Soto with three time preferences at [jorge\\_soto@psbma.org](mailto:jorge_soto@psbma.org)

### **Choral auditions for placement in A Cappella Choir and Camerata:**

Please note that rising freshmen interested in Concert Choir do not need to audition, and sophomores through juniors who would like to take A Cappella Choir do not need to audition. Freshmen interested in A Cappella choir and all students interested in Camerata must audition. Students schedule an audition time, which will last 8 minutes on either Wednesday, March 1 between 3pm and 6pm, Friday, March 3 between 2:20pm and 6pm, or Tuesday, March 7 between 4pm and 6pm in the BHS Chorus Room (324). Contact BHS Choral Teacher Mike Driscoll to set up an audition time at [mike\\_driscoll@psbma](mailto:mike_driscoll@psbma) or 617-713-5322. Students do not need to prepare anything.

### **Music Collective/Jazz Band Auditions:**

The BHS Music Collective is an audition only ensemble that is the top ensemble in the instrumental music program at BHS. The ensemble is open to any instrumentalist (we are not a traditional big band). The group has performed concerts for The Boston Music Society and The Highland Jazz Society. The Collective has received awards at the Berklee High School Jazz Festival, and recently the ensemble was mentioned in the Music Educators Journal in an article that applauded collaborative ensembles in the 21st century public music classroom. Although most members are juniors and seniors, all current members auditioned as incoming freshman; they might not have been accepted as 9th graders into the music collective but they did take either the jazz-rock ensemble or concert band to

develop their skills. All current members then re auditioned and were accepted either as sophomores or juniors.

I mentioned the above so that you will not feel intimidated by the audition requirements below and that YOU COME AND AUDITION EVEN IF YOU FEEL AS THOUGH YOU ARE NOT 100% prepared. We spend most of the audition performing music and the theory exam is just a small part.

The audition is an ensemble audition and students will work together for the hour.

### **When, where and how:**

- February 28 or March 1 at 3pm in the band room (room 120 past the cafeteria)
- Pick one day to attend and sign your name on the list below UNDER THE CORRECT DAY or email me at [carolyn\\_castellano@psbma.org](mailto:carolyn_castellano@psbma.org)
- Incoming 8th graders should email Carolyn to indicate what day and what instrument they are auditioning on.

### **What to bring:**

- Instrument, if not a drummer or piano player.
- If you are a guitar player then you must bring your own ¼ inch cable.
- If you are a drummer bring your own sticks and brushes.

### **The actual audition will last from 45-60 minutes and consist of:**

Being asked to play any of the following scales in the following concert keys:

- Major-F-Bb-Eb-Ab-C-G
- Mixolydian-C-F-Eb-G-D
- Blues-just concert Bb, F and Eb
- Dorian-just concert D and E
- Diminished-whole half starting on concert F

**Drummers need to know the following scales:**

- Major-F-Bb
- Mixolydian-F-C
- Blues-F

And, playing in a variety of musical genres including:

- Rock
- Jazz
- Funk
- Bossa Nova

Sight Reading of a typical jazz/rock chart.

ALL SHOULD KNOW HOW TO PLAY THE HEAD AND SOLO OVER THE BLUES: **Tenor Madness by Sonny Rollins (if you can't find the lead sheet let me**

**know and I will send it to you)**

Guitar/piano-should also know how to play the chords.

Bass-should know how to walk a bass line as well.

**Theory exam:**

- Notate seventh chords-Maj 7, Minor 7, Dominant 7(from the keys you played the scales in)
- Recognize secondary and substitute dominants (if you do not know this it is covered in the jazz rock class)
- Write a guide tone line.

No need to prepare a selection except the blues above (Tenor Madness).

This audition will be an opportunity to hear how well you work given prompts and direction and your ability improvise and be creative

carolyn\_castellano@psbma.org