

DANCE

Instructional Description

The Governor's Honors Program Dance department goals are defined through three main objectives:

- Instructional audition preparation for the dancer through various styles of dance,
- Personal interaction with a variety of teachers, choreographers and other dancers, and
- Expansion of student ideas of what defines a dancer and awareness of individual goals.

Students participate in four categories to meet the dance program objectives and to expand their knowledge and technical level of dance, aesthetic judgment, definition of dance, and their interpersonal skills.

Daily Technique Classes in Ballet, Pointe, Modern, Jazz and Improvisation are taught by faculty, guest teachers and students.

Choreography encourages students to develop their own artistic statements through improvisation and rehearsed performance pieces.

Performance Skills are developed through daily rehearsals, open rehearsals, Ballet lecture/demonstrations, improvisation, and concerts during the final week of the program.

Dance History is presented through lecture/discussions, videos, films, student research, presentations to the class of various dancers/choreographers, actual reconstruction of period dances and student choreography of Folk dances.

Criteria for Selection

GHP Dance applicants should have a firm Ballet foundation, strong technique and artistry in their primary style of dance, be self-driven, open-minded, and motivated to pursue a life in dance. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

Academic Record:

- Strong academic record is preferred.

Skills:

- Flexibility and at least two years of technical training in Ballet. This includes, Barre, Adagio, Petite Allegro, and Grande Allegro.
- Students must be able to cope with a demanding practice and performance schedule.
- Strong candidates will have an open mind along with a passion and willingness to explore a variety of approaches to dance. They will

execute the following skills on both the right and left with superior technique: Tendu, Splits, Double Pirouette, Leaps, Leg Extensions, Arabesques, Fouettes, Turns a La Seconde, Developpe, and Grande Battements.

- Previous experience in Pointe work is encouraged but not required.

Interest in the area:

- Demonstrated interest in dance through relevant extracurricular activities, artistry, and knowledge of dance (e.g., participation in dance intensive camps, competition and convention training, master classes and dance performance clinics, independent study, and work and/or volunteer-related experiences).

Interview

Expectations:

- Semi-finalists should arrive in good shape, free from injury or illness and ready to work hard in a fast paced environment.
- Semi-finalists are required to participate in a performance class and an individual interview.
- Semi-finalists must wear appropriate attire to audition and do not need to bring a change of clothing for the interview portion.
- Female students must dress in a solid color leotard and pink stirrup or footless tights. Female semi-finalists should bring pink ballet shoes and jazz shoes (No Pointe shoes). Male students must dress in a solid color leotard and black or gray stirrup or footless tights. Male semi-finalists should bring black ballet shoes and jazz shoes. In every instance, hair should be securely fastened away from face and neck.

MUSIC (All Instruments and Vocal)

Instructional Description

The Governor's Honors Program Music department consists of seven areas – piano, vocal, strings, brass, woodwinds, percussion, and jazz. The curriculum is performance oriented and emphasizes ensemble skills. Ensembles range in size from duets and trios to large groups such as orchestra, wind ensemble, and mixed choir. Students interested in GHP music must excel in their performance medium.

Students learn about elements of musical theory, analysis, criticism, history and aesthetics in an artistic and supportive environment. Students are afforded several recital and concert opportunities in which to display the results of their studies. Students have the opportunity to participate in a weekly rotation of enrichment courses designed to expose the student to different facets within the field of music, including: conducting, music theory, history of jazz, and survey of 20th century music. Students also participate in final projects, such as a multitude of solo or ensemble performances.

Opportunities for students usually include:

Practicing/rehearsing individually and in ensembles directed by students and/or faculty.

Performing in both formal and informal settings.

Co-developing performance projects with other majors (music and dance, music and art).

Analyzing and critiquing music repertoire from antiquity to the present day.

Attending concerts presented by other students.

Engaging in creation of music through improvisation and composition.

By the end of the program, students will have established a basis for understanding how to study, prepare and perform music in a variety of styles and settings. They will be familiar with standard literature for their voice or instrument, be able to demonstrate in performance the historical context and formal structure in the standard literature of each period, and will have increased skills in tone production and technique needed to perform this progressive literature at a standard acceptable level.

Criteria for Selection

GHP Music applicants should be motivated to improve their performance technique, musical abilities, and hone their self-reflective criticism to prepare for a collegiate program of study. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

Academic Record:

- Strong academic record is preferred. Student should have completed prior coursework or be currently enrolled in at least one music ensemble (or have received sufficient instruction) for consideration as a finalist.

Skills:

- Strong instrument/vocal performance skills.
- Experience playing in groups as well as playing solo.
- Extremely skilled at sight-reading.

- Students **must** be able to cope with a **demanding practice and performance schedule**.
- Strong candidates are positive self-starters who are able to work toward independent mastery in a short time frame. They are comfortable working with others in group environments, be able to adequately and honestly self-assess. They will also have strong sight reading skills and overall musicianship.
- Semi-finalists in Music **Vocal** must:
 - Possess the prerequisite vocal skills to be selected for participation in honors choruses - all state honors chorus, district honors chorus, or a school honors chorus.
 - Have a solid foundation of vocal technique, performance, and sight-reading skills at a level higher than average.

Interest in the area:

- Strong candidates have visible evidence of motivation and curiosity that drives their interest in participating in musical opportunities outside of those in the regular school day. (e.g., youth orchestra, youth band, jazz band, garage band, ensemble, glee club, chorus, etc.).
- Interested in learning about music in a more in-depth manner than the average student.
- The most successful candidates constantly strive for improvement, are willing to try something new or different, and respond well to instruction, criticism, praise, and adversity.

**Interview
Expectations:**

- Semi-finalists must be able to articulate their particular goals, are able to play their selection in tune, and can sight-read with excellent technique at a level higher than average.
- Semi-finalists should be able to be specific about constructive criticism, techniques, and topics they have learned in music class and/or lessons, and be able to self-identify areas for growth in their performance and technique.

THEATRE

Instructional Description

The Governor's Honors Program Theatre department introduces students to nontraditional approaches to character and ensemble development with the anticipated results that the students will gain enriched acting skills, resources, and exhibit a deeper commitment to the process (not the product). Theatre coursework is conducted within an ensemble-oriented environment where students are encouraged to stretch themselves, take creative-choice risks and support others as they do the same. Students will experience the integration of all functions of the theatrical process by identifying the connections between audience, actor, director, designer, construction crew, stage manager, backstage crew, and playwright. The most common vehicle for the education process is improvisation (followed by feedback from peers and instructors) and the hands-on experiences provided by public performances throughout the entire program.

Criteria for Selection

GHP Theatre applicants should have an open mind, the capacity to be a part of an ensemble, and a passion and willingness to explore a variety of approaches to acting. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

Academic Record:	<ul style="list-style-type: none">● Strong academic record is preferred.
Skills:	<ul style="list-style-type: none">● Demonstrate superior level of dramatic understanding, characterization, script analysis, diction, and clarity of communication.● Ability to analyze and interpret text and theatrical work in order to create and convey a fully-realized three-dimensional person, character, or setting.
Interest in the area:	<ul style="list-style-type: none">● Genuine interest in theatre demonstrated by pursuit of theatrical opportunities (e.g., dance training, acting or voice coaching, independent research, design or writing, and work-related or volunteer-related experiences).

**Interview
Expectations:**

- Semi-finalists with an emphasis on **performance** only are required to participate in a(n):
 - Group improvisation class.
 - Cold read provided at the time of the audition.
 - Individual interview.
- For the prepared monologue, semi-finalists (with an emphasis on **performance** only) must:
 - Select material appropriate for his/her age and experience.
 - Avoid accents, dialects, or stylized characters.
 - Dress neatly and comfortably (no torn jeans, flip-flops, or t-shirts).
- Semi-finalists with an emphasis on **design** only are required to participate in:
 - An individual interview to present his/her design portfolio and assigned script review. The portfolio presentation will consist of the student discussing his/her original work and the process used in developing it, and an assigned script review.
- Student Portfolio Contents (for those with an emphasis on theatre **design** only):
 - One (1) finished color set design sketch or three (3) finished color costume plates for a play, musical, or performance piece in which the student has not been involved.
 - No fewer than three (3) rough sketches for the above design(s), showing how the student's finished work developed. The sketches may be in a notebook or be loose.
 - Photos of a set, costume, or property that the student has built or worked on (but not necessarily designed).
 - One (1) other example of the student's interest and ability in the design area. This example can be photographs, sketches, set elevations, set models, prop designs, lighting plots, ground plans/construction drawings, etc.
 - As part of the portfolio, the student should bring articles, photos, drawings, reviews, etc., of at least three (3) different designs for either August Wilson's Joe Turner's Come and Gone or Moises Kaufman's The Laramie Project. The student should be prepared to discuss how the different designs vary in concept as well as visuals. The student should also be able to discuss their personal concept for the selected play.

- For example, if the assigned script had been Becket's Waiting for Godot, then the student might find a production set in a very realistic abandoned bus station, one set in a circus with clowns as characters or done as a puppet show.

VISUAL ARTS

Instructional Description

The Governor's Honors Program Visual Arts department is primarily studio oriented. Students are introduced to different media, techniques, styles, and conceptual ideas that are not normally presented in most Georgia high schools. New ideas and challenging concepts in the visual arts are important parts of the instructional program. A spirit of experimentation and risk taking is promoted by encouraging students to venture into unfamiliar territory.

During the first week of the program, students are introduced to ceramics, drawing, painting, design, sculpture, and mixed media through rotational courses. Instructors introduce areas to students at an entry level, and alter difficulty based on individual knowledge. Students also learn from a visiting artist in an intense three-day workshop in which they experiment with new techniques and have an opportunity to interact with the artist one-on-one. Students continue working on projects started during the week of rotations, and begin working on a new body of work based on concepts, styles, philosophies, or material explorations. Each student develops a portfolio of artworks demonstrating breadth and depth of individual ideas to be submitted for a juried exhibition. An independent judge will select student artwork for exhibit. GHP students, under the supervision of the art instructors, will install all of the selected works in an art gallery. An art opening reception will be held for the GHP community to appreciate.

By the end of the program, students will be more aware of the wide variety of media, techniques and concepts that make up the visual arts today. Students will have obtained a positive art experience that promotes visual expression free of prejudice, stereotypes, and preconceived notions of the visual arts. They will have had the opportunity to challenge, search, and question the idea of art.

Criteria for Selection

GHP Visual Arts applicants should have a strong desire to explore the various areas of visual arts. They possess superior drawing and creative skills, view every assignment as an opportunity, persevere through failure, and take artistic, creative risks aimed at expanding their skills in different media and styles of art. Students are also expected to demonstrate integrity and respect for others at all times during their participation in the program. This includes full participation in all aspects of the program and adherence to all rules, regulations, and expectations as set forth and interpreted by the Governor's Office of Student Achievement (GOSA).

Academic Record:

- Strong academic record is preferred.
- Prior coursework in visual arts or art related courses (e.g. drawing, painting, ceramics and sculpture, woodshop, photography) can be beneficial in preparation for the summer but is not required.

Skills:

- Superior artistic abilities and adequate knowledge of visual arts vocabulary, basic concepts, and techniques (e.g., color, shape, texture, and scale; and major arts of painting, sculpture, and architecture).
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- Strong candidates possess problem solving skills and are willing to experiment and extend concepts beyond basic level.

Interest in the area:

- Possess a sincere interest in visual arts demonstrated through relevant extracurricular activities and pursuits (e.g., sketchbook, web design, yearbook, photography, artist portfolio, independent study, illustrations or writing, and work and/or volunteer-related experiences).

**Interview
Expectations:**

- Semi-finalists in visual arts will participate in a two-part selection process including (1) an art portfolio interview where they present their art portfolio and (2) a written visual arts exam.
- Successful applicants only present their strongest artistic work, present a variety of art pieces, and meet the recommended number of pieces.
- The portfolio requirements include:
 - Three (3) drawings.
 - Two (2) color works.
 - (Optional) one (1) three-dimensional work.
 - No more than 13 pieces. Recommended 9 to 13 of the strongest pieces of work.
- The selections should demonstrate the student's understanding of composition and principles of design.
 - Unity
 - Balance
 - Repetition
 - Variety
 - Emphasis
 - Proportion
 - Rhythm
 - Figure-ground relationship
 - Scale