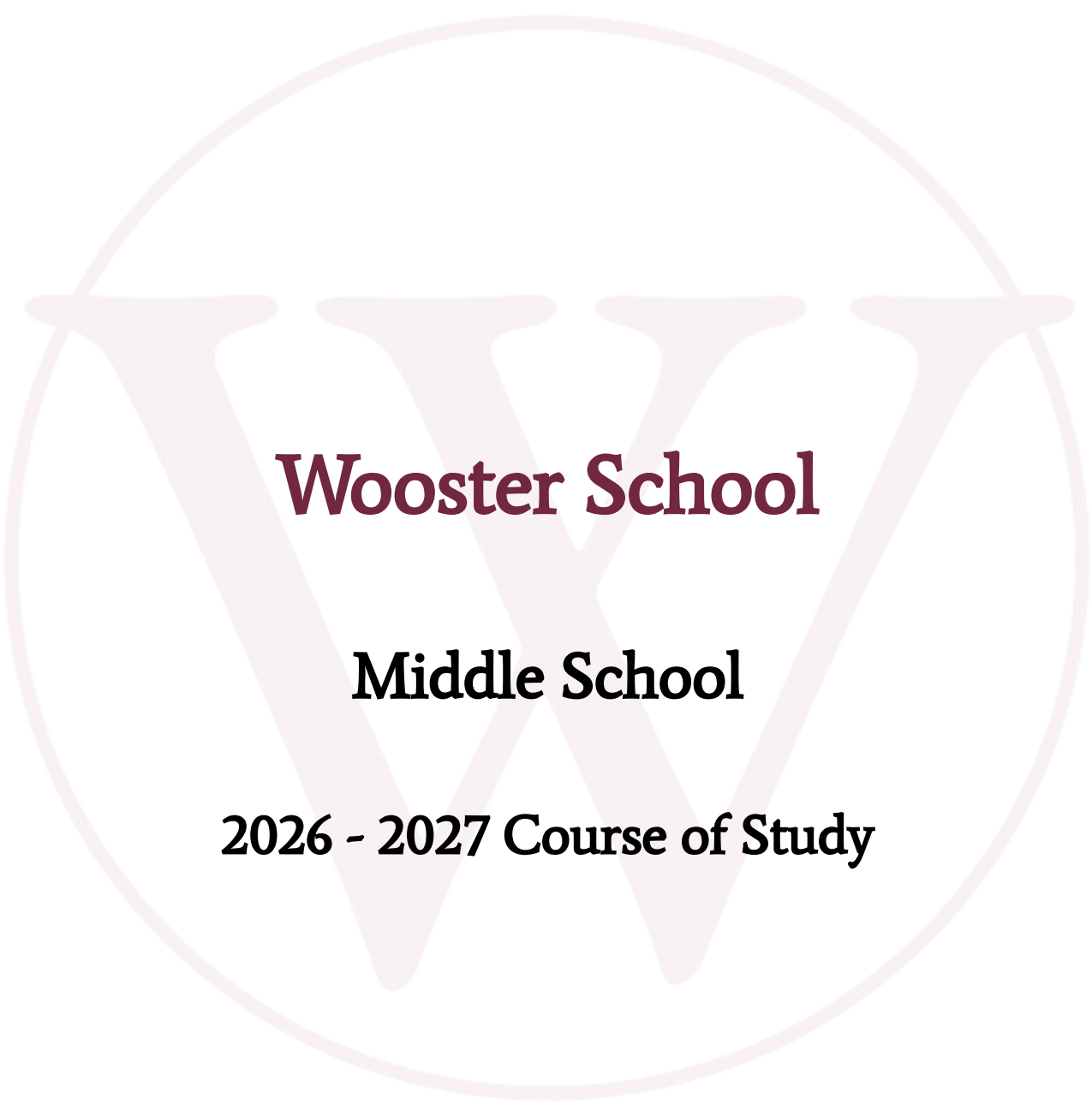




Wooster School

Middle School

2026 - 2027 Course of Study

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Introduction

Wooster's Middle School enables students to develop the skills, dispositions, and knowledge to be successful learners. Consistent with the developmental needs of this age group, the program offers opportunities to safely explore new passions, ideas, and identities. We incorporate a broad and diverse array of challenging experiences that strengthen students' core skills. Ultimately, our curriculum teaches students to learn, think, and communicate all in the pursuit of developing into lifelong learners.

Recognizing the jagged needs of our students, we organize Middle School at Wooster into two distinct experiences. The Early Middle School (EMS) Program serves students that would traditionally enroll in the 5th or 6th grades. The Upper Middle School (UMS) Program serves students that would traditionally enroll in the 7th or 8th grades.

Special Programs

Agency Hour

Agency Hour is a block of time in the Middle School on Wednesday afternoons. By design, this time is student-driven and choice-based. Students have the opportunity to select from a menu of options: Spanish, art, acting, hiking, origami, tutoring, athletics, Social-Emotional Learning (SEL), chess, photography, and more. Additionally, we encourage students to develop their own ideas that might allow them to explore new experiences or to pursue existing interests. The Agency Hour rosters flex week-by-week.

What I Need (WIN)

WIN ("What I Need") blocks are built into students' weekly schedules. During this time, students have the opportunity to practice agency and independence in a teacher-supported setting. Students utilize WIN time in a variety of ways: independent work, teacher/student conferencing, small group instruction, peer work. As the name suggests, the purpose of WIN time is for students to pursue their particular area of need, be it academic enrichment or support.

Math Lab

The Wooster Middle School Math Lab empowers students to discover, develop, and enrich their appreciation for mathematics. The Math Lab incorporates two structures: Math Workshop and Math Support.

- **Math Workshop:** Middle School students at Wooster engage in a weekly Math Workshop experience in the Math Lab. Math Workshop incorporates experiential and hands-on learning with an emphasis on developing the core mathematical thinking habits: knowing and understanding, investigating patterns, communicating with mathematics, modeling and application, and using technology in math.
- **Math Support:** The Middle School Math Lab also serves as a space where students can seek out additional math learning support. The Math Lab Teacher is available for unscheduled drop-ins. Alternatively, students can sign-up for an appointment ahead of time and/or teachers can sign a student up for an appointment.

Bridge Program

The Bridge Program is an academic remediation and support program designed to provide students the tools and skills necessary to be successful in school and as lifelong learners. All Middle School Bridge students meet with their Bridge teachers outside the typical learning environment in a Bridge Support course for re-teaching, skill-based learning opportunities, and executive functioning reinforcement -- as related to the specific learning goals of their academic disciplines. Bridge teachers collaborate with core academic teachers regularly, manage each Bridge student's Wooster Educational Plan, and serve as a liaison between school and home on all academic matters of the students' experience.

Tutoring Services

The academic life of Wooster is strengthened by a program of extra help offered by our teachers. If more support is needed, Wooster has a tutoring system in place for an additional fee. Families of students having protracted difficulty meeting the academic expectations of the School may be urged to seek educational testing to pinpoint challenges or rule out possible causes.

Grading, Assessment, and Feedback

Unless otherwise specified, students receive an academic grade and learner behavior feedback for each enrolled course.

Academic Grades

Wooster School follows a competency-based instructional model. This means that students receive feedback on progress towards course competencies throughout each trimester. We use four rating levels to provide feedback on progress towards course competencies. The rating levels are as follows:

Competency Rating Levels

Rating	Description
Emerging	The learner is progressing towards partial understanding of the target.
Practicing	The learner shows partial understanding of the target and is progressing toward defined mastery.
Meeting	The learner demonstrates defined mastery of the target.
Advanced	The learner exceeds defined mastery and shows a deeper application of the target.

As part of our competency-based instructional model, students have multiple opportunities each trimester to revisit and demonstrate progress toward each course competency. At the end of each trimester, teachers review student progress and then convert this feedback into an overall number grade for the trimester.

Academic Grades Determination

Grade	Description
6	The student is at the Advanced level for all course competencies.
5	The student is at the Advanced level for the majority of course competencies. All other competencies are at the Meeting level.
4	The student is at the Meeting level for most course competencies.
3	The student is at the Practicing level for the majority of course competencies. All other competencies are at the Meeting level.
2	The student is at the Practicing level for most course competencies.
1	The student is at the Emerging level for most course competencies.
INC	When there is insufficient evidence to provide a grade, students will temporarily receive an Incomplete. Students will engage in action steps to earn a credit-bearing grade.

*We use +'s when a student is on the cusp between two number grades.

Learner Behavior Feedback

As part of Wooster School's mission to develop students with the skills and dispositions necessary to confidently and resiliently engage in the world, we also include learner behavior feedback as an essential component of our grading scale. In addition to number grades, which speak to progress toward academic course competencies, we also provide feedback on the five core learner behaviors at Wooster School.

Behavior	Description
Time-management	I focus my attention and efforts to use my time purposefully.
Collaboration	I am a thoughtful, responsible, respectful member of the classroom community.
Agency	I take responsibility for all aspects of my own learning.
Reflection	I think about who I am as a learner.
Perseverance	I direct my attention and embrace challenges as part of the learning process.
Curiosity	I am eager to know, learn, and explore.

[Click here to see the full Learner Behavior Rubric.](#)

Throughout the trimester, students receive feedback on all of the learner behaviors. At the end of each trimester, teachers provide an overall rating for each learner behavior, using the feedback ratings of: Emerging, Practicing, Meeting, or Advanced.

Early Middle School (EMS) Program

About the Early Middle School Program

The Early Middle School (EMS) Program at Wooster School is a 1- or 2-year-long program for 10-12-year-olds that have completed 4th or 5th grade. Students learn in level-alike, small groups with personalized instruction. To facilitate this structure, this program involves a low student-to-teacher ratio and a curricular design that loops content, concepts, knowledge, and skills.

EMS Weekly Schedule

By design, the weekly schedule in the EMS Program is flexible and autonomous in order to support extended, interactive learning experiences. Key attributes of the EMS weekly schedule include:

- 9:00 am academic start time
- Classroom jobs
- Silent reading at the end of the day
- Weekly Agency Hour
- Daily recess
- 40-minute class periods, with the option to flex

Sample EMS Student Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 8:55	Morning Meeting	Advisory Check-in	Advisory Check-in	Advisory Check-in	Advisory Check-in
9:00 - 9:40	Spanish	Math	Social Studies	Spanish	Math
9:45 - 10:25	Math	Science	Art	Math	WIN
10:30 - 11:10	Language Arts	WIN	Community Time	Social Studies	Language Arts
11:10 - 11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45 - 12:00	Recess	Recess	Recess	Recess	Recess
12:05 - 12:45	Social Studies	Language Arts	Math Workshop	Language Arts	Social Studies
12:50 - 1:30	Chapel	Makerspace	Book clubs	Science	Forest Friday
1:35 - 2:15	Art	Athletics	Flex	Athletics	Athletics
2:20 - 3:00	Writing Workshop	Music	Athletics	Music	Makerspace
3:05 - 3:45	Reading Snack Jobs	Reading Snack Jobs	Agency Hour	Reading Snack Jobs	Reading Snack Jobs

EMS Core Academics

The EMS Program utilizes a looping curricular design, enabling students to enroll in this program for 1 or 2 years. We organize content and concepts into “even/odd” years.

EMS Language Arts

Through a readers and writers workshop model, students engage in daily self-selected independent reading and writing in a variety of genres and content areas.

Odd Year:

Unit 1: Realistic Fiction

Unit 2: Mystery

Unit 3: Nonfiction

Unit 4: Poetry

Even Year:

Unit 1: Reading Literature

Unit 2: Historical Fiction

Unit 3: Nonfiction

Unit 4: Fantasy

EMS Social Studies

Through an in-depth study of world regions, students explore the physical and human geography, history, cultures, economics, and civic structures of diverse areas of the world.

Odd Year:

World Cultures & Geography

Unit 1: 5 Themes of Geography & Map Skills

Unit 2: Culture (Africa)

Unit 3: Ancient Civilizations (Egypt)

Unit 4: Ancient Asia

Even Year:

United States History & Geography

Unit 1: 5 Themes of Geography & Map Skills

Unit 2: Exploring New England

Unit 3: US Regions

Unit 4: Native Americans

Extension Units:

The Middle East, North America, Greece, Aztecs

EMS Science

Through open-ended research questions and hands-on learning, students develop a basic understanding of inquiry, research, the scientific method, and the articulation of scientific thinking.

Odd Year:

Physical Science

Unit 1: Data and Measurement

Unit 2: Observation of Matter

Unit 3: Physics and Force

Unit 4: Geology

Unit 5: Tackling the Complexities of Nonfiction

Even Year:

Energy Science

Unit 1: Data and Measurement

Unit 2: Ecosystems

Unit 3: Laws of Motion

Unit 4: Solar System

Unit 5: Tackling the Complexities of Nonfiction

EMS Mathematics

Driven by pre- and post-assessment data, students pursue a personalized mathematics pathway predicated upon growing the five core mathematical thinking habits: knowing and understanding, investigating patterns, communicating with math, modeling and application, and using tools.

Core Units

Number Theory

Operations with Whole Numbers

Operation with Fractions

Operations with Decimals

Geometry

Extension Units

Exponents

Integers

Signed Fractions & Decimals

Proportions & Percents

Introduction to Algebra

Go Further Units

Exponential Growth & Decay

Exponents with Integers

Ratios & Probability

Algebraic Word Problems

Compound Figures

EMS Co-curriculars

The EMS Program incorporates a diversity of co-curricular experiences to develop essential skills. Through project-based learning experiences, the EMS co-curriculars complement and expand upon student learning in the core academic areas. The co-curricular coursework includes the following offerings.

EMS Art

EMS Art fosters the skills and dispositions necessary for creative thinking, encourages active problem-solving, and increases confidence in expressing original ideas. EMS Art teaches the elements of art through personal storytelling, play, and experimentation. Students invent, wonder, and create with a variety of media. Students become familiar with the artwork of different cultures through the Art Link cultural exchange program.

EMS Makerspace

EMS Makerspace introduces the building blocks of collaboration, design, basic programming, engineering, animation, and fabrication. Students have the opportunity to gather, create, invent, and learn through the use of various technologies and tools. Through a blend of play and design, EMS Makerspace teaches strategies for innovative problem-solving via the design thinking process.

EMS Spanish

In EMS Spanish, students make cultural connections and learn how to speak and create simple sentences in Spanish. Students begin their foundation in interpretive communication (reading, viewing, listening); interpersonal communication; and presentational communication (writing, speaking). Songs, skits, and cultural events enrich the formal study of Spanish and make it fun as well as informative.

EMS Music

EMS Music provides a musical foundation and opportunities to become familiar with one's natural instrument, their own voice. Students learn how to read music, gain exposure to a diversity of instruments, and practice performance skills in order to be successful in a music ensemble in the Upper Middle School Program.

EMS Physical Education

In EMS Physical Education, students use the playing fields, courts, and gym to challenge themselves, work as a team, learn life lessons, and have fun. EMS Physical Education emphasizes team-building, problem-solving, and developing core athletic skills in order to be successful in a team sport in the Upper Middle School Program.

Upper Middle School (UMS) Program

About the UMS Experience

The Upper Middle School (UMS) Program at Wooster School is a 2-year program that combines students in grades 7 and 8 into one cohort. UMS teachers collaborate as a team and partner to provide interdisciplinary learning experiences with an emphasis on learner-centered, hands-on, project-based learning. Co-curricular coursework complements the learning in core academic courses and offers students a foundation in essential skills such as music, athletics, and design.

UMS Weekly Schedule

The weekly schedule for UMS supports a collaborative, teaming design. Teachers have the ability to flex student grouping and time during academic blocks. The Middle School schedule shifts slightly year-to-year. Key attributes of the Middle School weekly schedule include:

- Daily advisory check-in at 8:45 am
- 9:00 am academic start time
- Morning/afternoon academic double blocks
- Purposeful movement throughout the day
- 40-minute class periods, with the option to flex
- Music and athletics at the end of the day

Sample UMS Student Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 8:55	Morning Meeting	Advisory Check-in	Advisory Check-in	Advisory Check-in	Advisory Check-in
9:00 - 9:40	Makerspace	Math Workshop	Social Studies	Makerspace	WIN
9:45 - 10:25	Algebra 1	Social Studies	Science	Algebra 1	Social Studies
10:30 - 11:10	English	Science	Community Time	English	Science
11:10 - 11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45 - 12:00	Recess	Recess	Recess	Recess	Recess
12:05 - 12:45	Advisory	Spanish	Spanish	Art	Spanish
12:50 - 1:30	Chapel	Algebra 1	Cohort Flex Time	Social Studies	Algebra 1
1:35 - 2:15	Art	English	Cohort Flex Time	Science	English
2:20 - 3:00	Athletics	Athletics	Health	Athletics	Athletics
3:05 - 3:45	WIN Jobs	Music	Agency Hour	WIN Jobs	Music

UMS Embedded Honors

The Upper Middle School incorporates an embedded honors program. This programming embodies the ethos of learning in our community. Every student can practice agency and independence while navigating learning pathways that offer the just-right level of challenge. Core coursework incorporates an opt-in, embedded honors component for passionate and motivated students who would like to dig deeper.

The specific requirements and procedures that teachers follow for embedded honors varies course by course. However, the general principle is that students have the option to complete additional enrichment work, concurrent with the completion of basic course requirements. The embedded honors coursework allows students to pursue depth in curricular topics and cultivate essential soft skills and dispositions like time-management, independence, and agency.

Our embedded honors program offers low stakes opportunities for students to engage with more challenging coursework. Within each class, teachers will generally have a date by which students need to opt-in and begin the honors coursework. However, if a student feels that the honors material is too challenging or not of interest to them, they can instead refocus on the non-honors coursework, with no penalty to the student. So, rather than being placed into distinct honors or non-honors classes at the start of the year, often before a student knows much about a particular topic, students can now moderate their own challenge level and adapt and shift as needed.

Successful completion of the embedded honors work earns students honors credit. At the end of the academic year, once a student has successfully completed the honors work, we reflect the honors distinction on the student report card and transcript.

The following courses include the embedded honors model:

- Algebra 1
- Foundations of Algebra
- UMS English
- UMS Math
- UMS Science
- UMS Social Studies
- UMS Spanish

UMS Core Academics

The UMS Program utilizes a looping curricular design, enabling students to enroll in this program for 1 or 2 years. We organize content and concepts into “even/odd” years.

UMS English

Odd Year:

Writing A Life

Writing A Life examines the stories that capture the challenge and joy of life. Students read fiction and nonfiction accounts of individuals navigating history. As students practice reading and annotation strategies, they will sharpen their social awareness. Students apply elements of the writer's craft to both informal and formal writing pieces, including a literary essay, creative writing, and personal narrative. Students practice writing mechanics, syntax, and structure using the Writing Revolution curriculum. While focusing on the core dispositions of empathy, responsibility, independence, and resilience, students hone their reading, writing, thinking, organization, time management, and collaboration skills.

Even Year:

Language and Myth

In Language and Myth, students gain confidence in foundational elements of literature and writing. Students practice comprehension strategies and identifying literary devices in guided readings in novels, short fiction and poetry. Writing exercises using the Writing Revolution curriculum provide students with tools to organize their ideas as they craft responses to literature. At the same time, students develop individual expression through creative writing assignments in narrative and poetry. With attention to the process, students learn to clearly present their ideas in various modes of writing and presentation. While focusing on the core dispositions of curiosity, responsibility, independence, and communication, students hone their reading, writing, thinking, organization, time management, and collaboration skills.

UMS Social Studies

Odd Year:

We The People

We The People examines the foundations of American constitutional democracy through the study of the Constitution, government structures, rights, and civic responsibilities. Students explore how historical events, philosophical ideas, and the work of the Founders shaped the United States government. Through reading, discussion, writing, and evidence-based inquiry, students strengthen core competencies in humanities, literacy, and expressing ideas.

Even Year:

Cosmos to Code: The Human Journey

Cosmos to Code: The Human Journey explores the story of humanity from the origins of the universe to the rise of civilizations and the modern age of artificial intelligence. Students investigate how humans adapted, created societies, and developed ways of knowing through reading, discussion, writing, and historical inquiry. Through engaging units, field trips, and skill-building in communication and analysis, students strengthen core competencies in humanities, literacy, and expressing ideas.

UMS Science

Odd Year:

Life Science

Life Science explores the characteristics of and connections between living things and links our human experience to Earth's diverse biology. Course highlights include important discoveries and theories, the classification of living things, cellular biology and microorganisms, genetics and heredity, and ecology. Whenever possible, our wonderful campus is used to help students observe, measure, and contextualize course content. Lab experiences and use of lab equipment help build student skills and allow hands-on inquiry and investigation.

Even Year:

Earth and Space Science

Earth and Space Science explores the natural history and processes that influence the lives of students on a daily basis. Through reading, discussion, research, writing, and outdoor exploration, students are encouraged to relate global phenomena to local experiences. The primary areas of focus include: methods of scientific inquiry and scientific thinking; the composition of matter; the Earth, Sun, and Moon system; solar system exploration; stellar history, influence, and exploration; atmospheric dynamics and meteorology; oceanic circulation; landscape formation and plate tectonics. Within these areas, emphasis is placed on developing analytical dispositions and student skills that support the assimilation and expression of understanding.

UMS Mathematics

For math instruction, we group students by ability. To create student groups, we look at multiple factors, including: levels of independence with mathematical thinking and skills; depth of conceptual understanding; performance on diagnostic and in-class assessments; demonstrated mastery of standards in the current math program; learner behaviors; teacher observations and recommendations.

UMS Math

UMS Math prepares students for Foundations of Algebra. Much of the curriculum is dedicated to strengthening foundational skills and deepening understanding in key areas such as rational numbers, algebraic thinking with expressions and equations, proportional reasoning, and linear relationships. This course includes an embedded honors option.

Foundations of Algebra

Foundations of Algebra continues to develop core concepts within algebra. Main topics include: working with rational numbers, simplifying algebraic expressions, solving equations, linear relationships, functions, systems of equations, and the foundations of graphing and modeling. This course includes an embedded honors option.

Algebra 1

The Algebra 1 curriculum includes linear and quadratic functions & equations, inequalities, manipulation of monomials, binomials and polynomials; factoring; solving quadratic equations; and rules of exponents at an accelerated pace. This course includes an embedded honors option.

UMS Co-curriculars

The EMS Program incorporates a diversity of co-curricular experiences to develop essential skills. Through project-based learning experiences, the EMS co-curriculars complement and expand upon student learning in the core academic areas. The co-curricular coursework includes the following offerings.

UMS Art

Odd Year:

Collecting Ideas

Collecting Ideas develops skills in different media and allows students to explore the fundamental concepts of art. Through continued practice and experimentation in drawing, painting, collage, and sculpture, students gain insight into their imagination and achieve greater self-confidence in visual expression. Projects are research-based, allowing students to collect inspiration and information that will guide them through their creation process from inception to completion. Student work often includes an art history component as well as some written work relating to class content, vocabulary, and self-assessment.

Even Year:

The Artist's Story

In The Artist's Story, students use a wide range of media, working toward age-appropriate mastery of basic skills and techniques and the fundamental concepts of art while developing the capacity to think creatively. Projects incorporate new and previously learned technical skills, and assimilate art history information. Projects in this course are often multi-layered, incorporating different media and many stages from inception to completion. At the root of all projects is the artist's unique story. Using the artist's story as a source of inspiration and guidance, The Artist's Story culminates in a unique portfolio of work that is a true reflection of each student's individuality.

UMS Makerspace

Odd Year:

Digital Media

Digital Media offers students hands-on experiences with a variety of digital tools while leveraging problem solving skills and the design thinking process. Following a student-centered approach, the possibilities are vast, ranging from graphic design, animation, digital fabrication, and digital illustration. When possible, coursework and experiences within UMS Makerspace connect to project-based learning experiences happening within other content areas.

Even Year:

Programming and Design

Programming and Design brings together skills in programming, design and fabrication. Students gain expertise with increasingly complex programming ideas and tools while exploring programming, sensors, hydraulics, mechanics, and the design engineering process whereby "failure" is a normal stepping stone on the road to success. The course culminates with a project-based learning experience wherein the students apply their skills to a real-world situation.

UMS Spanish

For Spanish instruction, we group students by ability. Based on teacher recommendations and pre-assessment data, students enroll in a Spanish class tailored to their readiness level. In these beginner level courses, students make cultural connections and learn how to speak and create simple sentences in Spanish. Students begin their foundation in interpretive communication (reading, viewing, listening); interpersonal communication; and presentational communication (writing, speaking). Songs, skits, and cultural events enrich the formal study of Spanish and make it fun as well as informative.

Emerging Beginner Spanish

In Emerging Beginner Spanish, students follow the guidelines established by ACTFL to grow in the Spanish classroom. Students communicate in the language with emphasis on interpretive communication (reading, viewing, listening) and presentational communication (writing, speaking), whenever possible. Students develop their aural and oral skills through presentational communication (writing, speaking), focusing on the phonetics of the language to aid in spelling and pronunciation. Students also gain cultural knowledge of Spanish-speaking regions to accentuate the relationship between language and culture.

Advanced Beginner Spanish

In Advanced Beginner Spanish, students aim to establish proficiency in the areas of interpretive communication (reading, viewing, listening); interpersonal communication (writing, speaking); and presentational communication (writing, speaking), as well as building cultural awareness. Students refer to guidelines established by ACTFL, which are a description of what individuals can do in speaking, writing, listening, and reading in real-world situations. Students in Advanced Beginner Spanish advance from the novice-low through the novice-mid or novice-high levels. Successful completion of Advanced Beginner Spanish generally leads to placement in Spanish 2 in Upper School.

UMS Health

The Wooster Health program promotes individual, family, and community health. UMS Health enables students to grow in self-awareness and to develop skills for effective decision-making. The program is responsive to student-generated concerns and increases knowledge of health issues, while encouraging the development of positive health practices. Recognizing that parents and guardians are the primary educators of their children in this regard, these programs are designed to complement and support what is being done at home.

UMS Athletics

The Upper Middle School General Sports program provides students in Grades 7 and 8 with opportunities to develop athletic skills, fitness, teamwork, and sportsmanship through a wide range of seasonal activities. Designed for this age group, the program offers appropriate challenge and skill development while encouraging participation, confidence, and enjoyment of movement. Wooster Athletics views sports as an extension of the classroom, where students build resilience, leadership, cooperation, and a lifelong appreciation for physical activity.

UMS Performing Arts Ensembles

Chorus

Chorus provides a musical foundation, love of singing and familiarity with everyone's own natural instrument, their own voice. Via a fun and interactive process, students will sing from the vast canon of vocal repertoire as well as pop and Broadway songs, while learning correct vocal technique, music fundamentals, and performance skills. Chorus performs in both the winter and spring concerts, thereby developing skills of confidence and poise. Written and oral assessments will track students' musical progress as they become musically literate and expressive singers.

Rock Band

Rock Band is open to students who study guitar, bass, piano, and drums. The music performed varies but in general covers the many subgenres of rock and modern popular music. Students may be grouped into smaller ensembles based on instrument, ability, and musical preference. Instrumentalists must have at least one year of experience on one of the instruments listed above and should be currently studying with a private teacher privately. At home practice of class material is required. Students will learn improvisation, chord chart interpretation, and rhythm section techniques. The group will perform throughout the year at concerts and other events.

Chamber Orchestra: Strings, Winds and Brass Instruments

Chamber Ensemble is designed to teach orchestral performance skills. Typically, the class enrolls players of bowed strings (violin, viola, cello and string bass) and orchestral winds (flute, clarinet, and others). Preparation and performance of classical music is the group's primary focus, but this ensemble incorporates lighter selections as well. Because of the repertoire demands, any student wishing to be in this group is strongly encouraged to concurrently study their instrument privately. Students in this ensemble typically have at least two years of instruction on their instrument, know the fundamentals of music, and are fluent in reading music. Enrollment in this course requires permission from the instructor and may involve an audition.

Introduction to Piano

This introductory course to piano is designed for middle school students with little to no prior experience playing the piano. Students will learn basic keyboard skills, including proper hand position, posture, and technique. They will also learn to read music notation and understand rhythm, as well as fundamental music theory concepts such as scales and chords. Through a combination of individual practice and group activities, students will develop their piano playing abilities and musical understanding. This course aims to instill a lifelong appreciation for music and provide a solid foundation for further piano study.

Music Production

Leveraging WARP, our state-of-the-art recording and production facility, and other technology, Music Production focuses on how music gets from the creators to the consumers, and all the stops along the way!

Spring Theatre

The Spring Theatre course is the primary preparation and rehearsal time for the MS Spring Musical. Collaboration and participation in and outside of class are expected, including choosing, rehearsing and memorizing lines, blocking, and music. The week leading up to opening night is “Tech Week,” during which full rehearsals are run and students are expected to be at school until approximately 7:00 pm. Performances occur on Friday evenings and Saturday afternoons and evenings. This afternoon activity is not graded. Students interested in acting must complete an audition to be cast. Those interested in doing technical theater will learn the skills necessary to support the production. All students are encouraged and invited to participate - no previous experience required!

