



The Putney School
2026-27 Course Catalogue

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Academic Program

What makes a question meaningful? Who defines the value of an answer? How do we transform knowledge into innovation? The curriculum at Putney is designed to provide students with a strong foundation in the liberal arts both in preparation for higher education and in support of the broader philosophical foundations of the school. The academic program, subject-specific course sequences, and individual class curriculums all work together to support students as they learn to ask questions, seek answers, take risks, persevere when faced with obstacles, and emerge from their time at Putney ready to approach the world with empathy, discernment, capacity, and self-awareness.

For specific questions about the academic program, contact the academic office at academicoffice@putneyschool.org.

Graduation Requirements

- Students must complete **20 academic credits** overall, including at least **5 credits per year** while at Putney
- **Humanities:** 7.5 humanities credits, including 1 credit of English during senior year
 - **English:** 4 credits of English, including one credit taken during senior year
 - **History:** 3.5 credits of history
- **World Language:** Three credits of a single world language, including one credit per year through junior year and the successful completion through the third level
- **Math:** Three credits of math, including one credit per year through junior year and the successful completion of Algebra 2
- **Science:** Three credits of laboratory science, including the successful completion of one credit of biological science, one credit of physical science, and chemistry
- **Art:** One credit of academic art
- The equivalent of **4 Project Weeks** per year
- **2 Evening Art** credits per term
- **1 Work Job** credit per term, including the successful completion of the seven work distribution requirements prior to graduation (*barn, crew, general substitute, kitchen x2, senior*)
- **5 Afternoon Activity** credits per year, including one afternoon activity with a **physical exercise component** each term and one **Land Use** work activity prior to graduation

Project Weeks

Project Weeks are periods of intensive study that occur twice a year. Project Weeks foster innovation, adaptation, and self-sufficient study habits by challenging students to research deeply, connect material across disciplines, manage their time effectively, and communicate their work lucidly and creatively. In advance of Project Weeks, students write proposals and collaborate with faculty sponsors to design projects connected to their academic coursework and inspired by their curiosity. Students may design one 80-hour project, two 40-hour projects, or join one small-group project offered by faculty, all of which culminate in performances, papers, orations, presentations, art and mixed media works, and more.

Senior Exhibitions

Senior Exhibitions allow students to work on an extensive interdisciplinary research project in place of two courses during the spring of senior year. These projects are awarded to those students who have demonstrated maturity and excellence within the regular program.

Independent Courses

Students interested in pursuing an independent study must choose a faculty sponsor, design an independent curriculum, and submit a proposal to the academic office and their faculty sponsor. Proposals must demonstrate careful thought and planning regarding the course content and goals, necessary resources, and ongoing methods of assessment. Independent courses require approval from both the faculty sponsor and the academic office. All independent courses must encompass the same breadth and depth as a regular academic course. Please refer to the [Independent Study Process](#) for a detailed overview of how to apply for an independent course.

Independent Language Studies

While we strongly encourage new students to study French or Spanish on campus, we understand that this may not be the right choice for everyone. Independent studies in language span multiple terms, involve non-faculty instructors, and must still fulfill our graduation requirements. Any student who hopes to study a language that is not offered at Putney must submit a proposal to both the academic office and world language department chair. Proposals must include detailed information on any outside language teacher, school, or online program to be used and they must be accompanied by a signed release giving The Putney School permission to access progress reports, assessments, and academic records from that teacher, school, or program. Once a proposal is submitted and the program accreditation is confirmed, approval is granted on a case-by-case basis to students with demonstrated histories of successful independent work, who either began studying a different language prior to enrolling at Putney or have exceptional and compelling reasons to pursue an alternate language.

Center for Teaching & Learning (CTL)

All students learn differently. If a student is struggling to meet the demands of our academic program, they may require support outside the classroom. Located in the center of campus, the CTL is a resource for all students, not just those with specific learning differences. To accommodate students' diverse learning profiles, the CTL provides academic coaching, study skills instruction, and content support. Students who require academic support on a regular basis can meet with a learning specialist for individualized tutorial sessions.

Grade and Reports

All students and families receive detailed term and midterm written reports from their teachers. Students are assigned letter grades (A-E) as well, but they do not see those grades until the winter of their junior year when college planning begins.

Course Levels

As a progressive institution with an educational philosophy that fosters self-determination and student-driven learning, The Putney School does not participate in standardized educational models such as AP courses. The curriculum is also designed to encourage students to engage in learning at multiple academic levels without stratifying student learning by designating certain courses as 'honors courses' and others as 'not-honors courses'. All elective courses open to juniors and seniors are considered equivalent to 'honors courses' offered at a more traditional secondary school, as are all language courses at level five or above and all mathematics courses beyond precalculus.

Humanities

Coursework spanning English, history, social science and philosophy teaches students the fundamental skills of critical thinking, research, analysis, expression, self-reflection, ethical reasoning, and cultural awareness that will allow them to interact with the greater world creatively and purposefully. All students are required to complete at least seven-and-a-half credits in the humanities, including the two credit English course sequence for grades nine and ten; the two credit history course sequence for grades nine and ten; and the two credit interdisciplinary course series for grade eleven. In addition to the required course sequence, students must complete an additional three humanities courses, including two English courses during senior year.

Humanities Course Progression				
	Grade 9	Grade 10	Grade 11	Grade 12
CREDIT	1 English + 1 History	1 English + 1 History	1 English + 1 History	1 English + 0.5 History
ENGLISH	Humans in the Natural World-English	Writing About Literature Writing Narrative Nonfiction	American Studies Writing and Research	2 English Electives
HISTORY	Humans in the Natural World-History	Modern World History		1 History Elective

GRADE 11

American Studies

Three terms

What does it mean to be American? In this year-long, interdisciplinary course, students trace American identity from precolonial North America through the mid-twentieth century, using history to study literature and literature to understand history. Major readings have included *Ceremony* by Leslie Marmon Silko, *Beloved* by Toni Morrison, *Narrative of the Life of Frederick Douglass*, *The Underground Railroad* by Colson Whitehead, and *Sweat* by Lynn Notage. Throughout the three-term course, assignments include regular reading and preparation, class discussions, short analytical writing responses, formal essays, and researched presentations. Weekly current events posts and responses provide contemporary context for historical themes. The course challenges students to engage deeply with complex texts and ideas, work collaboratively, and make meaning of American experiences across time.

Writing and Research

One term

How can we develop the skills of historical thinking, research, and argumentation to produce compelling academic writing? In Writing and Research, students learn to navigate a wide range of library resources, online tools, and scholarly databases. Emphasis is placed on historical inquiry, particularly the development of meaningful research questions. Students engage deeply with primary sources; refine their ability to identify context, audience, purpose, and point of view; and learn to integrate these insights in their interpretations. The course is closely connected to American Studies, often drawing on its central themes and materials. By the end of the term, each student will have produced a well-researched, engaging, and persuasive argumentative essay, using methods designed to strengthen current and future academic writing.

English

The English curriculum at Putney teaches students to read deeply, listen actively, write and speak with clarity and precision, and explore diverse cultural perspectives with sensitivity and critical thought. All students must complete the relevant, grade-level required English or humanities courses: Humans in the Natural World-English (grade 9); Writing About Literature and Writing Narrative Nonfiction (grade 10); and American Studies and Writing and Research (grade 11). In addition to finishing all required courses for grades nine through eleven, students must complete at least two additional English elective courses during senior year.

GRADE 9

Humans in the Natural World-English

Two terms

How does storytelling help humans define and understand their place in the natural world? This course is part of a larger, interdisciplinary course series designed to study the land around us, research its history, and better understand how we as humans relate to it. Students in this course interrogate their relationship with the world by regularly leaving the classroom to explore both the natural and built environments on campus throughout the changing seasons. They practice reading and writing as ways to pay attention to and understand the places we inhabit, and by bringing attention and curiosity to an experience, a space, or a text, they uncover its complexity. Throughout the course, each student maintains a daily journal, expanding and polishing several of the most compelling entries in formal writing assignments to showcase their evolving sense of place and self. Readings include a variety of narrative essays, poetry, and two novels, *Frankenstein* by Mary Shelley and *Bless Me, Ultima* by Rudolfo Anay, which explore human relationships with the natural world.

GRADE 10

Writing About Literature

One term

What is the relationship between reading well and writing effective analyses? How do we use writing as an investigative and generative process? Writing About

Literature guides students as they develop essential writing practices, explore the role of the reader in writing processes and products, and learn to use each other as resources. Progress is assessed through in-class dialogues, frequent journal entries, and several analytical writing assignments. As students develop their own voices, they learn to be deliberate, persuasive, and creative in their reading and writing practices. Texts include poetry, short stories, literary essays, and the novel *Giovanni's Room* by James Baldwin.

Writing Narrative Nonfiction

One term

How do we tell true stories responsibly in an age of algorithms, attention economies, and competing versions of “truth”? Narrative nonfiction is often described as true stories, well told—but whose truth is being told, and how does it differ from “the truth”? This course explores how writers seek out, shape, and express truth honestly and accurately, while grappling with the ethical, cultural, and stylistic choices that shape narrative. Students consider how narrative nonfiction differs from visual and social media storytelling, and what depth, accountability, and reflection nonfiction writing uniquely enables. Writing is approached as a process of thinking on the page. Students complete three major projects—a memoir, a portrait/testimonial, a podcast-vlog, and a research-based narrative essay—each developed through multiple drafts with thoughtful reflections. Alongside these projects, students read a range of curated texts to study voice, structure, pacing, and credibility.

ELECTIVE COURSES

All electives are one term and worth one-half credit

Contemporary Short Fiction

Open to grades 11, 12

How do contemporary short story writers use compression, voice, and formal experimentation to illuminate interior lives, social tensions, and the unsettling moments that disrupt ordinary experience? In Contemporary Short Fiction, students read and write about short stories representing a wide range of stylistic approaches by contemporary masters of the form. The course emphasizes close reading as a way to understand how writers make deliberate choices about voice, structure, point of view, and language—and how those choices shape meaning within the tight constraints of the short story. Authors may include, Lorrie Moore, Chimamanda Ngozi Adichie, Raymond Carver, Haruki Murakami, Amy Hempel, Edwidge Danticat, Ottessa Moshfegh, Helen Oyeyemi, Lydia Davis, and George Saunders, Jorge Luis Borges, Julio Cortázar, Clarice Lispector, Samanta Schweblin, Mariana Enriquez, Valeria Luiselli, Juan Rulfo, and César Aira. Selected short stories offer exposure to realism, minimalism, fabulism, speculative fiction, psychological interiority, and politically engaged storytelling, allowing students to examine how cultural context and formal innovation intersect in the contemporary short story.

***Not offered in 2026-27*

Creative Writing

Open to grades 11, 12

How do writers discover and refine their voices through sustained practice, experimentation across genres, and revision? Creative Writing investigates how writers develop their voices, advance their craft, and shape meaning through sustained practice, experimentation across genres, and revision. Students engage deeply with poetry, short fiction, and creative nonfiction—using close readings of exemplary works as craft models and examining authorial choices related to voice, structure, imagery, and narrative perspective. Creative Writing emphasizes creative risk-taking, craft awareness, and revision as an iterative, reflective process. Students write

daily, produce original work across genres, and participate in peer workshops, writing critiques, craft exercises, and multiple rounds of revision. Coursework centers on sharing works in progress and engaging in collaborative discussions grounded in constructive feedback in an anti-racist workshop format. Rather than relying on a single textbook, students work with a curated selection of literary texts alongside their own writing, culminating in a polished writing portfolio that reflects growth, revision, and artistic intentionality.

Dramatic Literature

Open to grades 10, 11, 12

How do we analyze and construct meaning from plays? The curriculum in Dramatic Literature focuses on 21st century drama and introduces students to a wide variety of playwrights and dramatic styles, challenging students' understanding of race, gender, and sexuality through personal engagement with plays primarily written by Black, Indigenous, Asian American, queer, and female playwrights. Each week students read a new play, independently or aloud in class; discuss its themes and cultural importance; study the characters; consider possible stage directions; and analyze the scenes. Short writing assignments focus on character analysis, close-reading, and self-reflection, culminating in a long-form essay that examines multiple plays in conversation with each other. For many students, this course is a starting point for appreciating theater and learning to read plays. For those who have previously engaged with the theater program, it is an English course that connects to their passion and prepares them for theater courses offered at college or university.

Existentialism

Open to grades 11, 12

What does it mean to exist freely and responsibly in an uncertain world? Existentialism explores questions of meaning, freedom, responsibility, and self-creation through close reading, discussion, writing, and creative work. The course examines how modern thinkers and artists confront despair, alienation, and choice while insisting on human agency and ethical responsibility. Students engage with philosophical essays, short fiction, plays, and films by figures such as Jean-Paul Sartre,

Albert Camus, Simone de Beauvoir, and Franz Kafka, alongside related artistic and cinematic works. Through analytical writing, seminar-style discussion, and personal creative projects, students investigate how existential thought challenges individuals to confront the conditions of existence and to consider what it means to make oneself in a world without predetermined meaning.

Introduction to Media Studies

Open to grades 11, 12

How does media influence society and culture? How does media reflect our identities, values, and the norms of our time? How can we develop media literacy and critical thinking to help us navigate the world and the media we experience in our daily lives? In Introduction to Media Studies, students explore and practice how to read, use, and produce media in a variety of categories through hands-on project work and daily class discussion. Topics include advertising and marketing, social media and the internet, journalism, and film, though students are frequently encouraged to pursue their own interests. Each unit will conclude with a project that incorporates students' individual interests and the topics and tools covered, and a short presentation to review and discuss student work.

Philosophy for Social Change

Open to grades 11, 12

How do dominant ideologies shape society? How can those ideologies be challenged and reimagined? Philosophy for Social Change investigates the role of ideology in structuring social, economic, and political life through critical reading, discussion, research, and writing. The course focuses on three influential systems—Capitalism, Patriarchy, and White Supremacy—examining their historical origins, underlying assumptions, and institutional effects. Students study critiques of these ideologies by thinkers whose voices have been marginalized by them, drawing from philosophy, critical theory, and social analysis. The course concludes by considering emerging frameworks and alternative paradigms for justice, equity, and collective transformation, encouraging students to

connect philosophical inquiry to contemporary movements for social change.

Say What You Mean

Open to grades 11, 12

Why are some concepts and experiences so difficult to articulate? Why do unspoken thoughts often seem richer, smarter, or more complex? Why is it hard to form persuasive arguments in conversations when the ideas are clear in our minds? Say What You Mean focuses on refining students' rhetorical skills to bridge the gap between word and thought. Scientist, artist, mathematician, political activist, musician—writing well allows the individual to share their insights and experiences with the world. Students practice harnessing their own creative process and use specific critical lenses to shape and polish their communication skills. By reading a diverse variety of texts and exploring multiple writing techniques, this course pursues a simple goal: clarity in writing and speaking.

Shakespeare

Open to grades 11, 12

Why are Shakespeare's plays continually performed throughout the world? What can his works teach us about the world today? About our own lives? About the human condition? This course offers an in-depth study of the drama and poetry of William Shakespeare with an emphasis on understanding the texts through readings, small-group assignments, written work, and scene performances. The course is designed to improve every student's capacity to read deeply and interrogate texts for possible interpretations. Students will study two plays and several sonnets by building up from the foundation the words offer, to syntax, to character development to scenes, and finally to the structure and meaning of the full text. From political thrillers and piercing revenge tales to moving stories of mercy and forgiveness student will learn to open the language and argue about its meaning. Beyond the language, students will discuss the relevance of Shakespeare's stories to our modern world. No previous experience with Shakespeare or acting is required.

**Not offered in 2026-27

World Literature

Open to grades 11, 12

How do stories across cultures and historical moments shape our understanding of what it means to be human? World Literature examines major literary works from around the globe, spanning cultures, historical periods, and genres—from Gilgamesh to Kendrick Lamar. Students read and analyze classic and contemporary texts while exploring the cultural, historical, and social contexts that informed them. The curriculum encourages lively discussions about universal human experiences as portrayed in literature while fostering the ability to compare and contrast themes, styles, and techniques across cultures and time with emphasis placed on close reading, comparison, and discussion of universal human concerns such as identity, power, belief, and resistance, while also attending to the specific traditions from which individual texts emerged. Assignments include analytical essays, creative responses, and literacy mapping that challenge students to interpret complex texts thoughtfully. By the end of the course, students will have gained a broader understanding of

world cultures through their literature, enhanced their appreciation for diverse storytelling traditions, improved their analytical writing skills, and developed a more nuanced appreciation for humanity’s enduring use of story as a means of expression and inquiry.

Writing for Theater & Film

Open to grades 11, 12

What makes playwriting distinct from other forms of creative writing? How do we express our ideas through script-writing? Writing for Theater & Film explores the arc of playwriting by building characters and understanding conflict. By reading and writing dialogue, students develop a greater understanding of how to write a play or screenplay with diverse forms and themes. Weekly writing exercises encourage students to explore the range and complexities of writing for theater and film, while a collaborative group project delves into the unique experience of writing for television. Writing assignments involve a variety of prompts to promote experimentation with style, and students’ written works are read aloud with a focus on constructive critique.

History

The study of history teaches students to deconstruct and contextualize narratives and frameworks of the past to better understand the forces that shaped the present. Students must evaluate diverse sources, synthesize competing perspectives, challenge extant assumptions, and meaningfully interpret their knowledge. All students must complete relevant, grade-level required history courses: Humans in the Natural World-History (grade 9), Modern World History (grade 10), American Studies and Writing and Research (grade 11) and at least one additional history elective.

GRADE 9

Humans in the Natural World-History

Two terms

How has the relationship between the human species and the environment around us changed over time? How do we study the past? Why should we study the past? This course considers the meaning and purpose of history and introduces the skills at the heart of the discipline. The course unfolds across five units that are

both thematic and chronological: Ancient Agrarians & Urbanites; Changing Home Part I: Indigenous Life in the Dawnland; Changing Home Part II: Settler Colonialism & Native Survivance in Northern New England; Globalization & Extractivism; and Regenerative Futures. The curriculum contextualizes regional history within global systems and processes, supporting students as they deepen their sense of place and expand their understanding of how “the past is present.” The two central texts, *Four Lost Cities* by

Annalee Newitz and *Paying the Land* by Joe Sacco, are supplemented by an array of primary and secondary sources, news articles, podcasts, artistic works, and other media. Learning to analyze historical documents and construct historical arguments based on evidence is at the heart of the course. Active reading, essay writing, student-led discussions, creative projects, presentations, and group work are key modes through which students in this course practice and demonstrate evolving historical knowledge and skills.

GRADE 10

Modern World History

Two terms

This course explores the historical foundations of modern power structures, institutions, and cultural norms that have shaped our world with “modern history” defined as the centuries following European expansion over which time revolutionary phenomena, including liberalism, capitalism, and the nation state, among others, took shape. The first half of the course begins roughly around 1500 and continues through the Second World War, focusing on two fundamental questions: How did the modern world come to be? What makes modernity different from earlier periods of human history? The central goals of this term include understanding the broad strokes of this history, analyzing how differing interpretations of the past create meaning, developing active reading skills, and learning the fundamentals of strong essay composition with an emphasis on learning to actively use scholarly secondary sources. The second half of the course considers the major trends in world history since the end of the Second World War. During this term, students expand on their research and critical thinking skills and read a book-length work of history while also analyzing primary source documents organized around topics such as the Cold War, post-colonial independence movements, global economics, and the recent rise of China. By putting primary sources at the center of the second term of the course, students learn how to “read” sources for historical context and situate them in the time and place in which they were produced. Course

culminates in a research project for which students locate primary sources and craft arguments.

ELECTIVE COURSES

All electives are on term and worth one-half credit

American Environmental History

Open to grades 11, 12

At the center of the course are two deceptively simple questions: What is environmental history? And how might studying it change our understanding of American history? This course locates historical inquiry at the interface of nature and culture. This course asks students to consider the influence of nonhuman nature on human history, the human transformation of the environment, and the dynamic interplay between the natural and human-built worlds. To gain an environmentally informed perspective of American history, students first examine the history of environmental thought from the nineteenth century to the present. Next, students explore new methods and frameworks for examining the past by turning their attention to the academic writings of professional environmental historians. Themes in this second part of the course include industrial capitalism, Native American history, public policy, urban history, and issues of environmental justice.

Comparative Religions

Open to grades 11, 12

What is religion? Why is religion different from other aspects of human experience? In Comparative Religions, students compare the world’s major religious traditions in an effort to begin answering these questions. Through a combination of sacred texts, believers’ testimonials, films, and music, students work to understand the perspectives of believers and consider how beliefs and rituals have shaped human experience. As they build content knowledge, students also pursue more in-depth learning by designing and completing projects about religious topics of interest to them.

History and Language of Art

Open to grades 10, 11, 12

How do we learn to truly see a work of art? The History and Language of Art surveys the development of Western art from the late medieval period through the 20th century through museum visits, hands-on studio practice, and critical writing. Students examine major works in reproduction and by visiting leading museums to develop the visual literacy to analyze form, composition, and meaning within their cultural contexts. Hands-on experiences include silverpoint drawing, fresco, and oil painting made from raw materials, which ground students in the techniques and materials of historical practice. Written critiques and schematic copies of works deepen observational skills, and the course culminates in an individual research project presented to the class.

History of Democracy

Open to grades 11, 12

What is democracy? How has democracy changed over time? This course explores key themes in the history of democracy by investigating its intersections with other aspects of society, such as religion, the press, the economy, and education. Students engage through active reading, writing, and discussion. Key assessments include weekly discussion questions, a conceptual notebook, in-class midterm and final exams, and a final research project. While focusing largely on the United States, the course also compares American democracy to global examples. Students practice foundational historical skills like identifying change over time, analyzing context and causes of change, and generating analytical questions. They learn to draw conclusions, write persuasively, and use academic resources to construct historical arguments.

History of the Cold War

Open to grades 11, 12

How did the Cold War impact the U.S. and the world? This course explores the Cold War from its roots in Marxist theory and the Bolshevik Revolution, to the Fall of the Berlin Wall and the Collapse of the Soviet Union. Students consider how this “war” shaped and changed the world with a particular focus on how it affected

foreign and domestic policy in the United States, how it shaped American culture, and how its legacy continues to impact the world today. Readings include primary and secondary historical documents, with *The Cold War: A New History* by John Lewis Gaddis as the main text. Assessments include class discussions, weekly written assignments and quizzes, a presentation-based project, and a brief research paper.

Introduction to Economics

Open to grades 11, 12

How does economics help us understand our lives, homes, and political institutions? And what is “economics,” anyway? In Introduction to Economics, students grapple with these questions as they consider how economic actors (ourselves included) make decisions. This course includes a survey of basic economic concepts and terminology that allows students to interpret and understand the world through an economic framework. The class concludes with a research assignment.

Social Documentary Studies

Open to grades 11, 12

How does art reflect the world around us? How can artists influence our perception of truth? In this course, students explore these questions through a study of documentary photography, and in particular on the ways documentary photographers use the thematic lenses of self, other, and society. We primarily focus on photography, but complementary materials include literature, historical texts, census data, video, music, and meetings with photographers and archivists. Project-based work forms the centerpiece of this course and students should be prepared to create their own documentary work. Each student completes a major self-designed capstone piece that combines photography with research.

Social Psychology

Open to grades 11, 12

How does a social context shape the way we understand, influence, and relate to ourselves and each other? How do we maximize the degree of choice we exercise in our lives? And what purposes are served by our behavior?

The field of social psychology looks at how these questions and their answers stretch when the context shifts from the individual to the group. This course focuses on three core areas: social thinking, social influence, and social relations. Students learn from classic research studies in these areas and then embark on teaching one another key concepts and building a research project. Students work together, sharing skills and interests to animate a seminar that pursues both individual and group goals. While much of the learning happens collaboratively, the formal written assignments are designed as individual assessments.

The Modern Middle East

Open to grades 11, 12

What does the geopolitical term “Middle East” mean? How has the concept of the Middle East and the places

and peoples it describes changed over time? In this course, students approach these questions through historical, religious, political, and geographic lenses. Through analysis of primary sources, students build an understanding of the Middle East that prioritizes the perspectives of Middle Eastern peoples. Along the way, they learn about the role of Western powers in shaping this region, the ways different social categories (tribe, race, class, and gender) have evolved, and how the history of the Middle East expands our perceptions of modernity. Students also devote time to learning about the contemporary Middle East, including popular cultures and youth movements. Major projects have included producing a magazine, documentary films, podcasts, and analytical essays.

World Languages

Learning new languages allows us to hear new voices and perspectives, explore traditions from around the globe, and reflect on our own cultural frameworks. Language courses at Putney are founded on the importance of authentic, immersive, and project-based learning for engaged speaking, accurate writing, consistent learning habits, and usage that is nuanced and inclusive. All students must complete at least three language credits overall, including one language credit per year through junior year in a single world language and the successful completion through the third level of the chosen language.

Note: The academic office may waive the language requirement for multilingual students or students with documented educational testing in support of a language waiver.

FRENCH

All language courses are two terms and worth one credit

French 1: Foundation

How do we progress from lists and learned phrases to rudimentary communication in a new language? The first level of French focuses on teaching students how to use simple French in speech and writing, understand basic French when listening and reading, and acquire the study skills necessary to learn a new language. Working in the present tense, students develop basic interpersonal communication skills around themes like school, family and weekend events. By the end of the course, students understand simple French spoken at a measured pace

and learn strategies to cope with the gaps in their comprehension.

French 2: Novice

How do past tenses allow us to ask questions and communicate our thoughts with greater precision? In French 2, students expand their ability to communicate about daily routines and habits, food, friends, and family in both the present and past tenses. They continue to use memorized phrases while also building their ability to communicate in both predictable and unpredictable situations. Students demonstrate proficiency through written and oral work, interviews, dialogues, tests, homework, and class participation.

French 3: Developing Competency

How do the past, present, and future tenses work together for more purposeful use of language? In French 3, students advance their ability to describe topics of personal interest in the past, present, future. They develop their writing and speaking skills to communicate more naturally and fully in the indicative. Students use French to demonstrate their proficiency with written and oral work, interviews, dialogues, tests, homework, readings, and class participation.

French 4: Early Proficiency

How do we use different tenses, moods, and conjunctions to communicate more nuanced meaning in connected sentences? In French 4, students develop their ability to use the indicative and subjunctive moods through reading, writing, and discussion skills. The curriculum includes analyses of current events, literature selections, videos, and movies. Students demonstrate proficiency through class participation, listening and reading samples, and written and oral tests.

French 5: Advancing Proficiency

How do we learn from challenging authentic material? How does alternating between striving for accuracy and muddling through language on the edge of our understanding help us achieve greater fluency? In French 5, students select themes to study and gather a variety of authentic French language materials; they conduct research and prepare presentations starting with 4 to 6 minutes and growing to 10 to 12 minutes. Past presentations have covered topics such as “the tragic legacy of French colonization in Algeria,” “regional cuisines,” “French chanson,” and “discussing environmental issues in French.” Grammar, vocabulary, pronunciation and rules of diction are reviewed or introduced as needed and in context. This ensures that proficiency in all four skills (reading, writing, listening and speaking) is constantly expanding. Students produce translations and written responses to the themes studied, which provide formal opportunities for them to hone accuracy and language mechanics. Regular discussions allow them to push through discomfort and find ways to communicate their ideas.

French 6: Advanced Topics

In French 6, students are proficient enough to begin tackling longer and more challenging texts. Their language and study skills allow them to enrich their reading comprehension and written work with a quick sidequest into historical background, a scientific concept or a school of philosophy. In previous years, we have read Descartes, Proust, and Sartre; watched Godard movies; learned about Marie de Medicis’ and other noble ladies’ impact on the architecture of Châteaux; and explored the chemistry of cheesemaking.

SPANISH

All language courses are two terms and worth one credit

Spanish 1: Foundation

What basic Spanish vocabulary and grammar do we need to start communicating? What are some strategies to learn these in a classroom setting? Beginning level Spanish focuses on using basic Spanish in speaking, listening, writing, and reading as well as acquiring the study skills necessary to learn a new language. Students develop basic interpersonal communication skills around themes like school, family and introductory self-descriptions. By the end of the course, students understand basic Spanish spoken at a measured pace and can speak in simple sentences about the topics covered.

Spanish 2: Novice

How do we use the present progressive, immediate future and past tenses to improve our communication? What are some strategies to become a more independent and culturally sensitive language learner? Spanish 2 builds on students’ skills in speaking, listening, writing, and reading basic Spanish. Continuing with the commitment to speak as much Spanish as possible, students study the vocabulary, grammar, and idiomatic expressions used in talking about oneself, past events and situations. Small group and pair work create opportunities to practice speaking. Student progress is

evaluated through written and oral work, including tests, homework, and class participation.

Spanish 3: Developing Competency

How do the past, future, and conditional tenses allow us more meaningful communication? In Spanish 3, language learners expand their proficiency in the four modalities: listening, speaking, reading, and writing, to communicate effectively in Spanish for real-life purposes. Students explore the Spanish language and the richness of Latin American cultures by examining both similarities and differences among various countries. Students look beyond stereotypes to gain a deeper and more authentic understanding of cultural perspectives. Through hands-on exploration of Central American and Latin American traditions, music, food, art, folklore, and storytelling, students engage in meaningful Spanish-language activities that bring culture to life. Students build communication skills tailored to their linguistic abilities and personal interests to prepare them to use Spanish confidently beyond the classroom.

Spanish 4: Early Proficiency

How does learning another language make us more curious, empathetic, and open-minded? Spanish 4 focuses on understanding the language as spoken and written by and for native speakers. Students participate in spontaneous speech and writing, listen to conversations on familiar topics, and create sentences and series of sentences to ask and answer a variety of questions. Students explain preferences, opinions, and emotions, and they provide advice on a variety of familiar and some concrete research topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. Students demonstrate proficiency through in-class conversations, audio and video journals, monologues, and Socratic Seminars.

Spanish 5: Advancing Proficiency

How does learning a language encourage us to contextualize dominant narratives and individual stories? Spanish 5 explores select topics such as migration, power, privilege, and race entirely in Spanish. Students research authentic Spanish language materials for

reading and listening. Translation and writing assignments as well as video blogs and journals allow students to focus on improving their understanding of the mechanics of the language.

Spanish: Advanced Linguistics

This course is designed for students who have completed through the fifth level of Spanish and wish to focus on advanced linguistics in Spanish. The curriculum centers on sociolinguistics and raciolinguistics using a Comprehensible Input (CI) approach. Students explore how accents, dialects, and regional varieties of Spanish, and other languages, are socially seen, valued, or stigmatized. Topics include accent bias, linguistic prejudice, code-switching, heritage speaker identity, and the politics of what's considered "correct" Spanish. Through listening exercises, real-world media, and structured conversations, students analyze how race, class, geography, and power influence language attitudes in both Spanish-speaking communities and their own. Instead of aiming for one "neutral" accent, the course emphasizes clarity, identity, and linguistic diversity as key parts of becoming proficient. By the end, students are able to both communicate well and think critically about the social meanings behind how people speak.

Spanish: Advanced Literature

This course is designed for students who have completed through the fifth level of Spanish and wish to explore literature written in Spanish. Students dive into critical pedagogy and border thinking by working through select chapters of bell hooks (*Enseñar a transgredir*) and Gloria Anzaldúa (*Borderlands/La Frontera*). Through consistent, understandable input and structured conversations, students explore education as a place of power, resistance, identity, and change. Class talks focus on topics like engaged teaching, language identity, code-switching, mestiza consciousness, and the emotional side of learning across differences. Students read, listen, reflect, and respond in Spanish, getting more advanced in their skills while also looking at how their experiences connect with larger ideas about culture, privilege, and voice. Grading focuses on deep interpretation, personal meaning, and ongoing conversations over just grammar drills.

Math

The math curriculum at Putney teaches students the skills necessary for academic and personal success while building deep conceptual understanding through projects, rich problems, and explorations. All students are required to complete at least three credits of math to graduate. This must include one credit per year through junior year and the successful completion of Algebra 2, though students are strongly encouraged to continue studying math through at least Precalculus.

Math Course Progression						
Algebra 1	Geometry	Algebra 2	Precalculus	Calculus 1	Calculus 2	Advanced Topics in Mathematics
Computer Science 1			Investment and Finance			
			Statistics 1			

PRIMARY PROGRESSION

All math courses in the primary progression are two-term courses worth one credit

Algebra 1

How do we model change using mathematics? Algebra 1 uses collaborative tasks, written explanations, and formal assessments to explore change in the context of linear and exponential functions. The course emphasizes working flexibly with multiple representations of a function (words, tables, equations, and graphs.) Students collaborate in small groups to articulate how and why a mathematical method works, both aloud and in writing. Practical examples range from modeling costs for different orchard apple-picking scenarios to analyzing historical changes in Putney’s tuition. Spreadsheets are used to automate repeated calculations and focus on identifying mathematical patterns and trends. Students demonstrate their learning through regular completion of practice work, cumulative review assignments, and formal, in-class assessments.

Geometry

How can visual logic and numerical data connect to expand mathematical thinking from the paper into the real world? Geometry explores the use of foundational numeric and algebraic concepts to discover patterns and relationships in dimension and space. This course

focuses on practicing an in-depth and intentional approach to creative problem solving. In-class collaborative tasks ask students to discover, explain, and prove concepts and formulas including the Pythagorean Theorem, Triangle Sum Theorem, area formulas, and trigonometric ratios. Students demonstrate their learning through in-class assessments and a written portfolio reporting on the logic and methods used to solve complex problems.

Prerequisite: Algebra 1

Algebra 2

How can we use mathematics to understand and describe patterns found in our world? Algebra 2 investigates this question through the study of algebraic functions and by building mathematical models for input-output relationships that are ubiquitous in everyday life. Students examine projectile motion, suspension bridges, population growth, compound interest, and common logarithmic scales, such as the Richter scale, to learn about different ways that variables are used in linear, quadratic, higher-degree polynomial, exponential, and logarithmic functions. Students demonstrate their understanding through quizzes, written assignments showcasing applied problem-solving strategies, and cumulative unit write-ups of skills and concepts.

Prerequisite: Geometry

Precalculus

How do we transform mathematical functions to model specific patterns found in real-world data? Precalculus students discover ways to answer this question by expanding their earlier understanding of functions to model a more complex set of situations. The class examines the growth of greenhouse gasses in our atmosphere, the properties of a snowflake, and many examples of circular motion, ranging from Ferris wheels to bike wheels. Through the patterns in these phenomena, students are introduced to exponential and logarithmic change, sinusoidal functions, sequences and series, and parametric equations. Students learn how to calibrate mathematical models to given data sets, deepening their understanding of functions and the ways they can be transformed. Students demonstrate their understanding through quizzes, tests, and cumulative unit write-ups of skills and concepts.

Prerequisite: Algebra 2

Calculus 1

How do we quantify the rate at which something is changing? How do we measure the total change within a system? How can we describe the relationship between these variables? Calculus 1 explores these questions through guided investigations, discussion, algorithmic practice, and writing. Students focus on building full explanations of key calculus concepts that tie together verbal, algebraic, and graphical representations with real world examples and models. Topics include the meaning, calculation, and applications of derivatives and integrals. Students demonstrate their mastery of the analysis of incessant change through quizzes and a course-long writing assignment.

Prerequisite: Precalculus

Calculus 2

How do we transform complicated integrals into simpler, integratable problems? Calculus 2 interrogates this question through an in-depth study of integration techniques, including u-substitution, integration by parts, trigonometric integration, trigonometric substitution, integration of rational functions by partial fractions, and manipulations of the integrand. Activities include applications of Calculus 2 content to science and engineering scenarios to demonstrate utility as well as

develop problem-solving skills. Students demonstrate their learning through quizzes and writing assignments, including examples and explanations of what they have learned.

Prerequisite: Calculus 1

ELECTIVE COURSES

All math electives are term-courses worth one-half credit

Computer Science

How can we use various programming languages to help us design virtual models and create experiences that bring our ideas to life? Computer Science 1 provides students with the foundations and opportunities to develop computer coding skills in a supportive project-based environment. The opportunities and limits of basic computer programming are tested through the use of p5js, a visual JavaScript library, and Python. Students learn how using loops, binary logic and decision making, arrays, methods, and functions with an object-oriented approach allows for creative program design. Assessments are founded on project-based tasks where students must demonstrate the proficient application of specific assigned skills in creative programs of their own design.

Investment and Finance

What is debt? What is equity? How do individual investors plan for the cost of an education or prepare for retirement? Under what circumstances might businesses' need for funds create opportunities for investors to save for personal financial goals? Investment and Finance addresses these questions through real-world data analysis, guided reading on investing topics, vocabulary work to demystify technical jargon, and conversations with outside visitors from the business world. Students read financial statements from publicly traded companies, analyze historical patterns in stock and bond prices, compute effective income tax rates for different income levels, and model the impact of different savings rates on when people can retire. This course uses spreadsheets extensively, but previous experience with spreadsheets is not required.

Prerequisite: Algebra 2

Statistics

How can one make defensible inferences from data? Statistics is a one-semester course focusing on exploratory data analysis through lectures, discussions, and learning the statistical programming language R and RStudio user interface. Topics include an introduction to data, experimental design, graphical presentations, linear regression, confidence intervals, and hypothesis testing.

Prerequisite: Algebra 2

Advanced Topics in Mathematics

What lies beyond Calculus? Advanced Topics in Mathematics explores areas of math not typically covered in a standard math course progression. In addition to building understanding of new topics, students refine their ability to discuss sophisticated mathematical concepts. This course emphasizes mathematical literacy and writing to prepare students for advanced mathematical studies. Topics vary from year to year based on the interests of the students. In recent years, topics have included group theory, linear algebra, graph theory, and multivariable calculus.

Prerequisite: Calculus 2

Science

Science at Putney encourages curiosity about the natural world by equipping students with the habits of mind needed to ask and answer questions using the scientific method. Courses introduce fundamental biological, chemical, and physical principles through active inquiry, experimentation, technical skill development, data analysis, logical reasoning, project design, model building, field trips, and problem-solving. All students must complete three credits of laboratory science, including one credit of biological science, one credit of physical science, and chemistry. Students must complete relevant, grade-level required science courses: Humans in the Natural World-Science (grade 9) and Chemistry and Microbiology (grade 10) and an additional two terms of laboratory science. Students are strongly encouraged to take Physics during junior or senior year.

Science Course Progression				
	Grade 9	Grade 10	Grade 11	Grade 12
CREDIT	1 credit	1 credit	1 credit	
SCIENCE	Humans in the Natural World-Science	Chemistry and Microbiology	Physics (<i>recommended</i>) or 2 Lab Science Electives	
FULFILLS	1 lab credit (0.5 biological, 0.5 physical)	1 lab credit (0.5 biological, 0.5 physical)	1 lab credit	

GRADE 9

Humans in the Natural World: Science

Two terms | biological, physical | lab

How has the relationship between humans and the natural world shaped us? Humans in the Natural World: Science explores the current and historical interactions between our species and the environment through observation, laboratory work, field visits, reading,

discussion, writing, and project-based research. In the first term, students investigate geologic history and the forces that shaped the Vermont landscape, considering how the land contributes to our sense of place. The second term examines how early humans began to modify their surroundings, focusing on genetics, selective breeding, and agricultural practices, with connections to the school farm whenever possible. Students develop their skills in collaboration and

communication through group work, presentations, discussions, and projects. They learn to integrate scientific evidence with historical research to make evidence-based claims, analyze data, and design experiments. There are also opportunities for creative projects, allowing students to demonstrate their knowledge and understanding in innovative ways. *This course fulfills: 1 lab credit (0.5 biological, 0.5 physical).*

GRADE 10

Chemistry and Microbiology

Two terms | biological, physical | lab

Life is chemistry - what we eat, what we breathe, how we live, what we are. The two terms of Chemistry and Microbiology cover different but interconnected material. The first term focuses on the essentials of chemistry—atomic theory, electronegativity, chemical bonding, intermolecular forces, reactivity, stoichiometry, and measurements of solutions—in preparation for the subsequent exploration of microbiology. During the second term, students apply their understanding of chemistry to biological macromolecules to understand how cells communicate and replicate, transfer energy, relay information from generation to generation, and how genetic mutations drive adaptations and disease. Students develop laboratory skills as well as the ability to design and implement a protocol to answer discrete biochemical questions. Students will become proficient in gathering, organizing, describing, and analyzing data. *This course fulfills: 1 lab credit (0.5 biological, 0.5 physical).*

ELECTIVE COURSES

Anatomy and Physiology 1

One term | biological | lab

How do our bodies keep us alive? Together, anatomy and physiology provide us with an intimate understanding of the form and function of the body's tissues and organs. Anatomy and Physiology 1 focuses on identifying structures and discovering how they

enable the human body to accomplish remarkable tasks every second of every day. After developing a working knowledge of cellular function, histology, and homeostasis, students explore four systems of human anatomy and physiology in depth: skeletal, muscular, cardiovascular, and respiratory. In each section, students learn relevant anatomical terms, perform laboratory dissections (on animal parts), and design physiological tests to observe processes in action. Case studies are used to provide context for what happens when systems do not maintain homeostasis properly (i.e. disease and injury). Students keep thorough lab notebooks, write lab reports, build models and other visual representations, and create presentations based on their understanding of various body systems.

Prerequisite: Chemistry and Microbiology

Anatomy and Physiology 2

One term | biological | lab

The second term of Anatomy and Physiology builds on the foundational knowledge gathered in the first. Students explore three more body systems in depth: the nervous, endocrine, and lymphatic/immune systems. They learn critical anatomical terms, connect form with function through a study of physiology, and develop a deep understanding of how these systems work together to keep us alive. Relevant dissections, labs, and clinical scenarios are used to refine and expand their understanding. Students collectively select a final project to investigate; possible options include: systems that were not covered (digestive, urinary, and/or reproductive) or a deeper study of how anatomy and physiology connect with important societal issues like drug addiction, vaccination and herd immunity, autoimmune diseases, or any number of other medical connections.

Prerequisite: Anatomy and Physiology 1

Astronomy

One term | physical | lab

How do we know what we know about the universe, from nearby planets to distant galaxies? Introduction to Astronomy explores this central question through observational work, imaging, measurement, student projects, discussion, and classroom-based analysis. It hardly seems reasonable to detect an object that is by its

very nature unobservable, or to claim knowledge of the composition of stars with any scientific certainty. Yet astronomers have reached many such conclusions, and this course follows their chain of reasoning. Topics to be discussed include planetary motion, stars and their life cycles, and the nature and scale of astronomical objects and the space that surrounds them. Emphasis will be placed on techniques of astronomical distance measurement. We will use our observatory to view, image, measure, and make inferences about the objects we find. Over time, we will reconcile observations made at night with knowledge developed in the classroom. One class per week will be devoted to student projects in astronomy. By the end of the course, students will know their way around the sky, have a sense of the scale of our universe, how it develops over time and the nature of the objects in it.

Prerequisites: A chemistry background is preferred, and completion or concurrent enrollment in Algebra 2.

Astronomy 2

One term | physical | lab

Asking productive questions in astronomy through guided, independent investigation, Astronomy 2 emphasizes the practice of astronomical inquiry through self-directed work in observational astronomy, building projects, and focused readings. Students learn how to formulate, refine, and pursue meaningful research or project questions, with guidance from the instructor. As their work develops, students revisit and revise both their questions and methods in response to new observations and insights. Students design individualized courses of study based on their interests. Hands-on work may include astrophotography, telescope making and repair, or constructing physical models of astronomical systems. For students pursuing a more academic astronomy or physical science pathway, work centers on stellar properties and evolution, with sustained exploration of the Hertzsprung–Russell diagram serving as an essential organizing framework. The course runs concurrently with Introduction to Astronomy. Most work is completed independently, with discussion and feedback taking place during conference blocks, evening study sessions, and at the observatory.

Prerequisites: Instructor permission is required, as is prior completion of Astronomy (or equivalent experience).

Biodiversity and Conservation Ecology

One term | biological | lab

How do we measure biodiversity and determine the best conservation strategies for our rapidly changing planet? This advanced biology elective is designed to give students an introduction to community ecology and a solid understanding of the systems which support life on earth. The course examines how ecosystems are structured by surveying plant and animal populations, nutrient cycles, and forms of symbiosis as well as how human systems and policies have impacted biodiversity around the world. Students investigate how populations grow and decline and the factors that affect biological diversity through direct exploration of ecological systems on campus and in the surrounding community. Emphasis is placed on fieldwork and participation in research and monitoring underway in our region. Class time includes discussions, habitat explorations, field labs, meetings with professionals working in the field, and presentations of fieldwork.

Prerequisite: Chemistry and Microbiology, or permission from the instructor.

Bioethics in Modern Science

One term | biological

How do we map the ethical boundaries of the practice and progress of modern science? Bioethics investigates the moral dimensions of scientific research and medical practices through case studies, research, critical reading and writing, discussion, and structured argumentation. Students apply ethical frameworks from philosophy and science to contemporary debates in biotech and medicine. They analyze landmark historical cases that continue to shape scientific practices as well as cases that are still unfolding. Our emphasis is on developing criteria for ethical questions in research to balance scientific innovation with human rights, social justice, and cultural values. Core topics include gene editing technology, the allocation of scarce resources such as donor organs, and end-of-life rights. At the end of the trimester, students have the opportunity to delve into a topic of their choice.

Prerequisite: Chemistry and Microbiology, or permission from the instructor.

Chemistry 2: Chemistry of Food

One term | biological, physical | lab

From raw ingredients to finished dishes: How do physical and chemical transformations during cooking determine the flavor, texture, and appearance of food? How might this understanding improve or reinvent culinary practices? The chemistry of food is a hands-on, laboratory-based course grounded in problem-solving and team-driven work. Strong collaboration skills are necessary for the successful completion of this course. This course explores the science that underpins the acquisition and preparation of food. It touches on the cultural, historical, and evolutionary importance of different foodstuffs. While the primary texts are *Molecular Gastronomy* by Hervé This and *On Food And Cooking: The Science and Lore of the Kitchen* by Harold McGee, the course uses excerpts from other writings by Hervé This, the NYTimes, and classics such as *The Joy of Cooking* in addition to watching clips from teaching chefs such as Julia Child, Lena Richard, Elle Simone Scott, and Jacques Pepin. Students in this course conduct weekly labs such as coffee roasting, spherification, tea brewing, caffeine/tannin analysis, chocolate making, the understanding of taste buds, emulsification, and other ways to blend fats. In this class, unlike most science classes, students get to eat some of their experiments. This course also investigates the history of the foods and cooking techniques being studied and asks questions about the status of those who cooked the food, those who ate the food, and how individuals used food to support health, freedom, and survival.

Prerequisites: While molecular genetics is not required to take this course, it is recommended. Students must have successfully completed both Algebra 2 and Chemistry and Microbiology and have completed or currently be enrolled in Physics—or obtained permission from the instructor.

***Not offered in 2026-27*

Chemistry 2: Climate Change

One term | biological, physical | lab

Climate change is arguably the most pressing issue of our time. How do we understand what is causing global warming, some of the consequences for our planet its living things, and ways to produce fewer greenhouse gases? This course is designed to advance students'

knowledge and understanding in chemistry by exploring some of the fundamental science behind both climate change processes and mitigation strategies. At the end of this course, students will understand gas laws, including greenhouse gas structure and behavior. They will know how isotopes are used to determine our climate history, have developed a working knowledge of acid and base chemistry, and be able to model acidification of our ocean's ecosystems. Finally, students will be able to demonstrate and describe energy flow and determine whether fuel cells and biodiesel are effective technologies to combat climate change. Based on research and understanding of different oils, students in this course design and fabricate their own fuel. The curriculum is fast-paced, quantitative, and draws heavily on the foundational understanding developed in previous coursework.

Prerequisite: Chemistry and Microbiology, or permission from the instructor.

***Not offered in 2026-27*

Chemistry 2: Color Extraction

One term | biological, physical | lab

What molecular structures and chemical processes enable us to extract and apply color from natural sources? This course investigates the chemistry of natural dyes and lake pigments through laboratory extraction techniques, fiber dyeing, paint production, scientific readings, and class discussions. The course begins with a targeted review of concepts such as Lewis dot structures and hydrogen bonding, and then continues with the study of organic molecules that provide color, including tannins and traditional dyes. Students investigate the chemical interactions and reactions involved in color extraction and explore intermolecular forces, pH, and redox reactions. This course requires collaboration on designing and conducting multiple experiments, as well as independent work on an application project. The curriculum incorporates plants from the dye garden, local materials, and several of the most common historical dyes. Additionally, students must connect their understanding of chemistry to historical, environmental, and socioeconomic contexts. Emphasis is placed on laboratory techniques that minimize resource waste.

Prerequisite: Chemistry and Microbiology, or permission from the instructor.

Complex Systems: Agroecology

One term | biological | lab

How do we build farming systems that are ecologically, economically, and socially sustainable? Agroecology explores the sustainability of agricultural systems through farm visits, fieldwork, scientific reading, discussion, and project-based research. Using the farm on campus and other local farms as living laboratories, students investigate how farming practices shape the land, local economies, and communities over time. The course combines ecological study (soil health, plant growth, and nutrient cycles) with contemporary analysis of farming in our region. Readings draw from scientific texts, peer-reviewed journals, agricultural histories, and current debates in food and farming. While the course is tailored to student interest, students have the opportunity to examine topics such as climate change resilience, organic versus conventional systems, GMOs, rotational grazing, permaculture, water conservation, and pest management. Final projects invite students to synthesize ecological science with social and economic perspectives, proposing pathways toward resilient agricultural futures.

Prerequisites: Humans in the Natural World and Chemistry and Microbiology, or permission from the instructor.

Engineering and Design

One term | physical | lab

How do we build objects in a timely fashion that clients actually want and need? How do we communicate meaningfully with clients both to understand their needs and to explain how they fit into the design and engineering process? In this course, students use the engineering and design process to solve problems of increasing difficulty. The course culminates with students working in teams to solve a real-life problem for a real client. Students use engineering and scientific concepts in the solution process. In addition, students are required to document their work using standard engineering and scientific rubrics. In designing prototypes/solutions, students learn skills used by mechanical and chemical engineers, such as simple mathematical analysis, 3D printing, CAD, circuit design, and simple solution chemistry. Strong collaboration

skills are necessary for the successful completion of this course.

Prerequisites: Algebra 2, Precalculus-A, and Chemistry, or permission from the instructor.

Environmental Philosophy

One term

How do we approach, reflect upon, and discuss some of the most pressing environmental issues, especially in our seemingly polarized world? How do we open a dialogue with those whose views are radically different from our own? Environmental Philosophy begins with a foundational study of environmental philosophy, ethics, and argumentation & rhetoric and then focuses on specific issues such as climate change, economics, and climate justice. Students learn the fundamentals of critical thinking including the nature of claims, arguments, reasoning, evidence and fallacies as well as the basic theories in environmental ethics including duty-based ethics, utilitarianism, rights theory, and the ethics of care. The course also involves an in-depth study of complex systems theory including complex v. linear systems, complex adaptive systems, network theory, and self organization within systems. Ultimately, students use these skills and knowledge to deconstruct how various groups of people discuss climate change through the analysis of dialogue and argumentation. By the end of the course, students will be able to both analyze rhetoric and construct effective arguments related to climate change and other controversial topics.

This course may be taken for science or humanities credit.

Field Ornithology

One term | biological | lab

How do we identify and understand birds through their field marks and sounds? In Field Ornithology, students learn field strategies for identification, study how birds use various habitats, and investigate the physics and physiology of sound as well as the mechanics of recording sound. Students build their own microphone systems to record and then visualize sound through sonograms (spectrograms) and learn about how these sonograms can act as a distinguishing feature for identifying bird species. In the field, students spend time observing, listening, and keeping a detailed field notebook about the species and habitats they observe.

Other field work involves creating a sound map of campus during spring migration to understand how habitat can predict the presence of bird species. The course culminates in individual, student-designed experiments using sound data as a set dependent variable and an independent variable of their choice. Coursework includes both indoor and field lab components connected to physics, biology and ecology.

Independent Topics in Life Science

One term | biological | lab

This course is designed to give highly motivated and independent students the opportunity to pursue scientific or technological questions of their own design, or for students to take on a challenge such as entry in a science contest. This section gives students the chance to explore within the life sciences, including topics in chemistry, advanced biologies, ecology, forensics, etc. Divisions in science are not always well defined and can make selection of the course seem unclear. In these instances, students should discuss their ideas with the science department chair. One component of the course is continuous communication and collaboration with other students in the class, regardless of their respective areas of study.

This course is offered in spring and open to students at any grade level; there are no prerequisites other than the ability to work independently. To qualify for enrollment, students must submit a description of their proposed topic of study to the science department for approval. Students considering this course are expected to discuss their eligibility with the instructor before submitting a proposal. Proposals which overlap significantly with courses currently being offered will not be considered.

Independent Topics in Physical Science and Engineering

One term | physical | lab

This course is designed to give highly motivated and independent students the opportunity to pursue scientific or technological questions of their own design, or for students to take on a challenge such as entry in a science contest. This section gives students the opportunity to focus on questions primarily in the domain of the physical sciences including engineering. Divisions in science are not always well defined and can

make selection of the course seem unclear. In these instances, students should discuss their ideas with the science department chair. One component of the course is continuous communication and collaboration with other students in the class, regardless of their respective areas of study.

Proposals which overlap significantly with courses currently being offered will not be considered. This course is offered in winter and open to students at any grade level; there are no prerequisites other than the ability to work independently. To qualify for enrollment, students must submit a description of their proposed topic of study to the science department for approval. Students considering this course are expected to discuss their eligibility with the instructor before submitting a proposal.

Molecular Genetics 1: Classical Genetics and Biochemistry

One term | biological | lab

How has the genetics of inherited characteristics been developed and understood over the past 150 years in Western science, and how have applied algebra, statistics, and probability underpinned this understanding? This computation-focused, advanced biology elective covers genetics in depth from Mendel all the way through gene expression in development and throughout life. Topics covered include the Central Dogma, Evolution, Phylogenetic trees & Classification, Mendel, and the Mathematical Models involved in Monohybrid & Dihybrid crosses, Three-Factor Crosses, Chromosome Mapping, Mutation and Mutation Rates, Chi-Square Analysis, and Population Genetics. In addition, we touch on Epigenetics, Gene Expression & Regulation, Plasmid Construction, Bacterial Transformation, Cloning, Genetic Analysis, and the underpinning Biochemistry. Students are responsible for conducting one laboratory experiment per week and are expected to report on that shared experience through a weekly lab paper. This course is challenging but a lot of fun. Strong collaboration skills are necessary for the this course.

Prerequisites: The curriculum is deeply rooted in math and chemistry; students must have successfully completed both Algebra 2 and Chemistry & Microbiology or received permission from the instructor. The hope is that students taking this course will have had an introduction to genetics in previous courses.

Molecular Genetics 2: Modern Genetics and Organic Chemistry

One term | biological | lab

How do we apply the tools of classical genetics to modern genetics problems? Modern Genetics & Organic Chemistry is the second term of the molecular genetics course series, and it is more lab-focused than Classical Genetics & Biochemistry while building on the skills developed there. The curriculum covers a range of topics, including gene expression, gene regulation, genomics, population genetics, genetic analysis, the use of molecular genetics techniques to tackle disease, and genetic algorithms, databases, and coding. Students learn various molecular biological techniques, including DNA isolation, PCR, transformation, and sequencing. We also touch on the meanings of genetic citizenship. Students are responsible for conducting one laboratory experiment per week and are expected to report on that shared experience through a weekly lab paper. This course is challenging but a lot of fun. Strong collaboration skills are necessary for the successful completion of this course.

Prerequisites: Molecular Genetics 1, or permission from the instructor.

Physics

Two terms | physical | lab

How do we use mathematics and experimentation to make predictions about behavior in the physical world? Physics explores this central question through sustained work in experimental design, quantitative problem-solving, computation, estimation, scientific writing, and discussion. Students investigate familiar physical phenomena by deriving equations to make predictions and then designing experiments to test those predictions. The course introduces core topics in classical mechanics—including kinematics, Newton's Laws, momentum, and energy—before moving to rotational motion and foundational concepts in electricity and magnetism. It concludes with a brief survey of modern physics.

Prerequisite: Algebra 2 is required, though Physics is best taken alongside Precalculus or Calculus.

Physics 2: Electricity and Magnetism

One term | physical | lab

This course introduces electricity and magnetism through the unifying idea of fields and the energy they store. Beginning with gravity, students explore what it means to escape a field and use the work–energy theorem to develop the language needed for electric phenomena. Qualitative experiments with charge lead naturally to Coulomb's law and the definition of the electric field. Through symmetry and Gauss's law, students discover how electric fields behave in space, why conductors shield, and how these ideas make possible the measurement of the electron's charge in Millikan's experiment. The course concludes with the Lorentz force and the motion of charged particles in magnetic fields to find the mass of the electron. While the course focuses on conceptual understanding and the connections between gravity, electricity and magnetism, basic skills in calculus are required.

Prerequisite: Physics or permission from the instructor.

Physiological Ecology

One term | biological | lab

What geologic and ecologic forces shaped the fields and forests of New England? Physiological Ecology uses The Putney School's 320 acres of forest to understand the distribution, adaptations and interconnections of organisms in a New England wooded ecosystem. In addition to learning about plant physiology, students hone field observation skills through careful identification of the most common plant and tree species living in our forests, use field data to differentiate and delineate forest types, and investigate local geologic history, soils, natural and human disturbance histories, and current stressors (climate change, acid rain, pests, etc.). Through first-hand field work and readings, students discuss and explore concepts like natural resource management, sustainable forestry, and other ecological and forestry principles.

Prerequisites: Humans in the Natural World-Science and Chemistry and Microbiology, equivalent courses, or permission from the instructor.

***Not offered in 2026-27*

Art

Our art program is the beating-heart of Putney. Academic art courses immerse students in the creative world of music, theater, visual, and literary arts both to pursue in-depth studies and serious practices, or simply explore or discover an artistic outlet. We are deeply dedicated to holistic student growth, and one of our fundamental beliefs is that creative arts should have a place of prestige in our community. All students must complete one credit of academic art to graduate.

MUSIC

All art courses are one term and worth one-half credit

Music Foundations

Music Foundations is an introductory course that develops core music literacy and performance skills. Students learn to read music notation, understand rhythm and key signatures, and apply essential musical symbols. Through group instruction on piano and/or guitar, students build proper technique, note identification, and basic major and minor chord playing, performing simple melodies and progressions. Topics include pitch, intervals, scales, intonation, and foundational terminology. Ear training strengthens rhythmic accuracy and pitch recognition. By the end of the course, students can read and perform simple music, play basic chords, and use essential vocabulary confidently. This course (or equivalent skills) is a prerequisite for Music Theory.

No prerequisites

Music Theory

What is the basic structure of music? How do simple elements combine to form complex musical works? Music Theory explores the fundamental structures of music and how they combine and interact to build patterns that are recognizable as music. Students learn to identify and create these musical elements and gain fluency in the language of musical description through the use of the nomenclature and vocabulary of common practice. Students will learn intervals, scales, chords, keys, modes, chord construction, harmonic function, voice leading, and form as students develop their skills through analysis, composition and hands-on music making. This course may be taken repeatedly at higher levels.

Prerequisite: Familiarity with musical notation, music lessons, Music Foundations, or permission from the instructor.

Music Composition

How does a composer choose a key or pick a tempo? How do different chord arrangements influence the tone of a piece? How does harmony support melody? Music Composition guides students through developing the skills necessary to capture musical ideas with deliberate compositional techniques. Students practice the craft of composition from start to finish—evolving an idea into a piece of music with a polished score to be performed by soloists and chamber musicians. This course is intended to provide an opportunity for students who have previous experience with notation and music theory to focus on creative work. Students explore fundamental questions about the nature, application, and purpose of music by studying diverse musical works from a variety of composers across time periods.

Prerequisite: Music Theory, familiarity with musical notation, music lessons, or permission of the instructor.

Concepts in Sound

What is music? How does sound provide a foundation for creative works of art? Concepts in Sound explores music as an expressive art form that is built from sound and conveys meaning through the organization or non-organization of sonic resources. Students develop a musical vocabulary and cultivate a language for sound itself, outside of the conventions of common practice era music theory. The class emphasizes experimental, hands-on, project-oriented creative work. In addition to crafting original sound pieces, students listen to musical works, read written works by composers, and respond through writing, reflection and discussion. The curriculum examines major avant-garde composers such

as Edgard Varese, John Cage, Cornelius Cardew, Harry Partch, and others who challenged the musical establishment or forged new ways to approach composition. Diverse source materials help students contextualize and give meaning to their musical pieces and ideas.

Chamber Music

How does playing music in small ensembles strengthen our ability to listen, communicate, and collaborate? Chamber Music is a performance-based course where students perform in small ensembles, each musician holding an independent and essential role. Through repertoire spanning diverse styles and historical periods, students build technical skill, musical independence, and refined ensemble awareness. Emphasis is placed on collaborative rehearsal techniques, balance, blend, rhythm, intonation, and expressive interpretation. Students develop leadership, accountability, and empathy while learning to solve musical challenges together. Performances provide opportunities to demonstrate growth and shared artistry. This class may be taken repeatedly at higher levels.

Open to all students. Students interested in learning a new instrument should consult the instructor before enrolling.

Guitar Intensive

What techniques and knowledge empower a musician to use the guitar idiomatically for musical expression? How might these tools be used selectively within different musical contexts? Guitar Intensive offers guitarists the opportunity to hone their techniques and develop the fretboard knowledge to apply their skills in a musical context. Topics covered include chord shapes, scale patterns, notational fluency, improvisation, ensemble dynamics, and musicianship. Students build regular practice routines and cultivate repertoires for solo and ensemble playing in multiple styles. This course explores influential guitarists and their different approaches to technique, while returning to the question of how music shapes and is shaped by the instrument itself.

Jazz Combo

How can a group of unique improvisational musicians come together in spontaneous musical dialogue to create music that is completely new and at the same time

recognizes over a century of jazz history? In this performance-based class, students learn the art and craft of jazz in a small combo setting. Cultivating individual styles, each student learns how to express their unique voice within a group to create conversational music built on the longstanding traditions of jazz. Emphasis is placed on listening, ensemble awareness, and communication in addition to building the requisite tools for musical expression on a given instrument. Students deepen their appreciation for the craft through pertinent jazz history, performance practice and study of the musicians that gave rise to this musical form. Regular listening and transcription will contribute to foundational skills and context. The course includes performances and off-campus opportunities to play with others to give students the opportunity to grow and broaden their musical perspectives as an individual in a shared musical experience in accord with the jazz tradition.

Vocal Ensemble

How does singing together shape individual voices while creating a unified musical community? Vocal Ensemble is a performance-based course focused on developing healthy vocal technique and collective expression through group singing. Students study and perform a diverse repertoire across cultures and historical periods while building skills in sight-reading, diction, intonation, blend, balance, and musical interpretation. Emphasis is placed on ensemble awareness, shared responsibility, and expressive communication through unified sound. Performances showcase students' musical growth and highlight the power of collaborative artistry. This class may be taken repeatedly at higher levels.

Open to all students.

Vocal Intensive

How can vocal techniques be used to support self-expression? Vocal Intensive is designed to allow experienced singers to enhance their vocal skills and performance abilities. Students focus on singing solo. Students explore vocal technique, diction, musical literacy, and more. This course emphasizes understanding the anatomy and physiology of singing, developing a solid method and personal vocal style, and preparing for a recital. While this syllabus covers a range

of topics, student interest guides the relative weight given to each topic.

Students should take Vocal Ensemble first unless approved by the instructor.

Recording and Production

How can audio production tools be used to delineate the relationship between sound, form and meaning? Recording and Production examines how sound can be used to build a narrative, create an immersive experience, or underpin the broader aesthetic significance of a piece. Students learn basic acoustic principles, discover how to capture sound effectively using microphones, gain an understanding of the essential tools of mixing, and develop a personal workflow within a DAW—skills that allows them to apply the technical craft of audio production within creative frameworks to construct meaningful audio work. Material covered includes audio documentaries, podcasts, music, sound design, music from films, and Foley arts, though this course emphasizes hands-on work in project-based formats.

THEATER

All art course are one term and worth one-half credit

Acting

How does an actor know a character deeply enough to inhabit them and portray their point of view? How do they inhabit a character's lines and make the words their own? This course covers acting and theatrical styles through scenes, monologues, research, collaboration, and critique. Students gain skills in physicality, diction, blocking, character development, and objectives. In order to act well, the actor must read well, study cultural context, and understand multiple points of view—all skills that inform how we speak, listen, and engage with the world.

Experimental Performance

What does it mean to experiment with performing arts? How do artists express themselves through experimentation or find meaning in the seemingly

absurd? Experimental Performance delves into the fields of performance art, avant-garde theater, dance, and music and explores artistic choices that push boundaries. Coursework includes research presentations on artists as well as individual and group performance projects, culminating in an evening of performances shared with the school.

Musical Theater

How does learning the history of musical theater influence the way we perform songs from musicals? This course focuses on both performing songs from musicals and examining the history of musical theater from *Showboat* to Sondheim to *Hamilton*. It also explores the role of musical theater in American history, important composers, and social issues raised in musicals. Throughout the term, students learn solo, duet, and group musical numbers. Unlike voice lessons, this course offers students the opportunity to work on character development, acting, and staging across a variety of musical theater genres. Students who are new to musical theater will have the chance to perform and learn in a safe and supportive environment.

**Not offered in 2026-27

Theater Elements

How do the various elements of theater work together to create a production? Theater Elements introduces students to acting, playwriting, directing, design, stage management, and theater history. Students participate in physical and vocal warm-ups, play theater games, and stage scenes from classic and contemporary plays—working together to bring the page to the stage. Skills like memorization, improvisation, diction, and collaboration are all developed as students broaden and deepen their vocabulary for watching and working in theater through research and collaboration.

**Not offered in 2026-27

VISUAL ARTS

All art course are one term and worth one-half credit

Ceramics

How do form, surface, and process work together to transform clay into functional objects that reflect both craftsmanship and personal expression? Students in ceramics learn a variety of hand-building and wheel-throwing techniques as well as basic glaze chemistry and how to fire a gas kiln, all with an emphasis on functional ceramics. Historical and contemporary ceramics are also explored. Along with different construction methods, students are introduced to the design elements of form and proportion and a variety of surface decoration possibilities such as texturing, carving, and working with slips. This course focuses on good craftsmanship and attention to detail; innovation and experimentation are highly encouraged.

Advanced Ceramics

How can advanced ceramic techniques, surface strategies, and an understanding of materials and firing be used to create functional works that demonstrate craftsmanship, intention, and innovation? This course offers motivated students the opportunity explore new ceramics construction, processing, glazing, firing, and drying techniques while expanding their understanding of design elements.

Prerequisite: Ceramics, or permission from the instructor.

Design Build

How can the design process—research, planning, iteration, and making—be used to create meaningful, functional objects that respond to real-world needs? Throughout this course, students learn to articulate real-world challenges, envision innovative solutions, develop comprehensive plans, acquire the skills necessary for execution, and ultimately bring their designs to life by creating tangible objects that address identified needs. The course is divided into two primary phases: design and build. During the first part of the course, students delve into the design process, where they explore various design principles, techniques, and methodologies. Through hands-on activities, research, and collaborative projects, students learn to identify and analyze problems, generate multiple design concepts, refine their ideas through feedback and iteration, and develop detailed plans for implementation. In the second portion of the course, students transition from design to construction as they bring their visions to fruition. They have the

opportunity to work with a diverse variety of materials as they translate their design plans into physical objects. Students learn essential craftsmanship skills, safe tool operation, and construction techniques relevant to their chosen projects. Students regularly critique and discuss each other's work in order to share experiences, identify successful elements, and support each other's efforts as they build individual skills. Gaining control of a medium takes time and things don't always go as planned; deviations from initial plans are explored during class critiques. All students maintain journals that include records of projects and design, processes, skills learned, inspirations, and reflections.

Digital Filmmaking

How do we capture and edit images and sounds to tell compelling stories? Digital Filmmaking explores the art and technique of cinematic storytelling as a means of self-expression through hands-on production, film analysis, critical reading, and class discussion. Students examine the essential elements of both narrative and documentary styles—composition, cinematography, lighting, sound recording, and editing. Throughout the course, students create short films while building a foundational and historical knowledge of the medium by studying a wide variety of filmmakers and film types.

Drawing

How does drawing function as a tool for seeing and understanding the world? In Drawing, students develop their ability to perceive the world around them and skillfully translate those perceptions to paper. They become fluent in expressing the basic elements of visual experience: light, gesture, edge, mass, texture, and space. Subjects include the human head, the figure, still life, landscape and interior in a variety of wet and dry media. Participants are encouraged to explore personally significant themes by maintaining sketchbooks of images from daily life. In addition to studying the works of notable artists, students regularly critique and discuss each other's works in order to share experiences, identify successful elements in their drawings, and support each other's efforts.

Fiber Arts

How do form and function inform one another in textile work? This course covers a wide variety of fiber arts techniques such as weaving, spinning, knitting, dyeing, sewing, and quilting. Students learn to operate and maintain textile equipment, weave on four and eight harness floor looms, spin fiber from our flock of sheep, and use plants from our dye garden to create natural dyes. Independent projects encourage students to observe, analyze, plan, calculate, and problem-solve by exploring textile-design through color, material, and function. Coursework includes research, design, fiber-work, and process-journaling. Resources include a wide variety of textile equipment, a comprehensive library of books and periods, and a large collection of fabrics, fibers, and fleeces.

Advanced Fiber Arts

Advanced Fiber Arts provides students with the opportunity to create larger and more complex textiles and expand their proficiency with textile-design. Students refine their technical skills, incorporate color theory with greater sophistication, deepen their understanding of design concepts, and contextualize their work by studying the many cultural and historical uses of textiles.

Prerequisite: Fiber Arts, or permission from the instructor.

Painting

How does painting work as a visual language? This course centers on understanding the foundational structures of painting through close-examination, analysis, and sustained studio practice. Students investigate the core building blocks of painting, color theory, value, composition, spatial organization, and material decision-making while working in both acrylic and oil. Through guided studies of historical and contemporary painters, students learn to analyze how formal choices shape mood, meaning, and visual coherence. Studio work emphasizes observational sources. Students develop technical control alongside conceptual intention, using painting as a visual language. Regular critiques support shared analysis of compositional strategies, color relationships, and processes, while a required process journal documents research, experiments, reflections, and revisions.

Advanced Drawing and Painting

How do drawing and painting serve as visual languages to communicate complex ideas and contribute to contemporary artistic dialogue? Advanced Drawing and Painting invites motivated art students to expand their skills and personal voices. Students pursue deeper studies of the foundational skills of composition, mark-making, value, and color while also experimenting with new approaches to artistic expression. Through studio projects, critiques, and process journals, they refine their artistic practices and ability to communicate ideas visually. Students research and analyze art practitioners, while considering how those artists use drawing and painting to address questions of identity, society and culture. This course focuses on creating portfolio-ready work that demonstrates both technical proficiency and conceptual depth. Participation in weekly evening figure drawing sessions is encouraged.

Photography

How does learning photography affect the way we see the world around us? Students in this course learn the basics of both film photography and digital photography. The curriculum includes learning how to make gelatin silver prints in the darkroom, digitize film images, use Adobe Photoshop, and make colorful inkjet prints. Along with technical skills, students explore concepts and questions perennial to the history of photography, such as how photography relates to truth, storytelling, and self-expression. Coursework includes slideshow lectures, art-historical research, class discussions, and critiques. Students practice slowing down—putting time and care into their work and paying close attention to their surroundings. Students come away from this class having made a body of photographs that express their distinct views of the world.

Advanced Photography

How can we use images to communicate complex ideas and expand our understanding of the world? Advanced Photography is intended for motivated students to deepen their understanding of photography as a serious practice through technically and conceptually rigorous assignments, self-designed independent projects, and the used of advanced equipment. Coursework includes reading and discussing critical texts and researching the

work of contemporary photographers. Students will come away from this class having produced a carefully constructed portfolio or series of images.

Prerequisite: Photography, or permission from the instructor.

Printmaking

How can printmaking processes be used to explore, develop, and communicate ideas through image, iteration, and material choice? This course guides students through the creation of artwork using printmaking as a primary means of visual inquiry. Students may work in relief printing, screen printing, and monoprint, exploring how each process supports experimentation, revision, and the development of meaning. Students investigate themes and imagery of personal significance, using print as a thinking process that emphasizes layering, repetition, variation, and decision-making over time. Through hands-on studio work, students consider how materials, scale, and process influence visual language and conceptual intent. Throughout the course, students maintain a process journal to document ideas, experiments, and reflections, and complete art analysis assignments that build skills in visual analysis, contextual understanding, and critical response. Frequent critiques and discussions support thoughtful dialogue, clarify successful formal and conceptual strategies, and encourage continued artistic growth.

Prerequisite: Drawing, or permission from the instructor.

Sculpture

How can we use research, critical dialogues, and conceptual thinking to refine our ability to communicate ideas through sculptural work? In this course, students explore the skills and techniques of sculpture using a wide range of materials and methods. Students learn the processes of modeling, carving, and welding using clay, wax, plaster, wood, stone, and metal. Drawings and three-dimensional models are used in the designing and planning stages. Students are expected to complete sculptures in multiple mediums with an emphasis on understanding the history and integrity of specific materials as they work with them. Realism, abstraction, and symbolism are explored as ways of translating ideas into sculptural form. Readings, written

work, presentations, discussions, field trips, and critiques allow students to contextualize their studio work alongside the works of other sculptors.

Advanced Sculpture

How do conceptual thinking, research, and critical dialogue shape sculptural works that communicate ideas beyond the material itself? Advanced Sculpture is designed for students with a foundation in sculpture, tool use, and safety who are ready to delve into the realm of conceptual exploration. Building on the fundamental skills acquired in Sculpture, this course shifts focus from material-based techniques to conceptual development and expression. Students engage in a series of projects that challenge them to think critically, experiment with new ideas, and push the boundaries of traditional sculpture. Class discussions, critiques, and research assignments are integral components of the course, fostering a deeper understanding of contemporary sculptural practices and encouraging students to situate their work within broader artistic contexts.

Prerequisite: Sculpture, or permission from the instructor.

Studio Art Intensive

How do artists translate ideas into meaningful form through materials, process, and context? How do the materials and processes the artist selects shape their work? How does the context in which a work of art is viewed alter its impact? Studio Art Intensive is an advanced visual art course designed for highly motivated, independent art students to explore their creative voices and artistic concepts through diverse approaches and multiple mediums. The course examines the intersection between concept and meaning, context and form. Throughout the course, students engage in studio-based projects that encourage experimentation with manifold artistic forms, materials, and techniques. From traditional mediums such as painting, drawing, and sculpture to contemporary and multimedia approaches, participants push the boundaries of their artistic expression to build cohesive bodies of work. In addition to independently designed projects, students are introduced to historical and contemporary artists. Emphasis is placed on critical analysis as students study and evaluate the work of other artists, learning to contextualize their practices within broader artistic

traditions. Students maintain process journals for thoughtful exploration, experimentation, and self-discovery. Process and critical investigation are as important as the final works created. An essential component of Studio Art Intensive is the continuous communication and collaboration between the individual and the group, regardless of medium. This course allows juniors and seniors to work on their portfolio pieces.

Prerequisite: At least one introductory art course and permission of the instructor.