AUDITION PREPARATION PACKET
FOR PROSPECTIVE STUDENTS
ENTERING GRADES 4-12
2015-2016 SCHOOL YEAR

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AUDITION PREPARATION PROCEDURES FOR STUDENTS ENTERING GRADERS 4-12

All incoming 4<sup>th</sup>-12<sup>th</sup> grade students interested in attending SCPA must pass an artistic audition. The audition will be scheduled and confirmed only after SCPA has received a completed application with all supporting materials. Incomplete applications cannot be processed. Incoming students entering the 4<sup>th</sup>-6<sup>th</sup> grade will audition in creative writing, dance, drama, instrumental music, vocal music and visual art. Incoming students entering 7<sup>th</sup>-12<sup>th</sup> grade may audition in up to four areas, including technical theater, but are only required to audition in one area.

Creative Writing Audition Requirements
Complete the writing profile essay and literary critique on page 10 and 11 of this packet and bring this with you to your audition. You must also provide a poem that focuses on a historic event, a short story (300-500 words) and at least 3 additional writing samples of your choice. You will be rated on technical detail, organization, creativity of expression, and sense of purpose. We prefer “creative” pieces that have been written out of a love of writing rather than for school assignments. At the audition, all students will be assigned a writing prompt to be written on-site in 15 minutes.

Dance Audition Requirements
Dance students must be appropriately dressed for the dance audition. If you are not dressed as follows, you will not be allowed to participate in the dance portion of the audition. (You will not have time to change clothes so plan to wear your dance attire under your normal clothes.) Girls: leotard and tights or shorts and tee shirt. Boys - tee shirt and tights or tee shirt and shorts. These should be of stretch fabric to allow a full range of movement. Students should bring ballet shoes if they have them. Students who have been on pointe should bring their pointe shoes to the audition. For beginning and entry-level students, the audition will consist of an assessment of flexibility, strength, coordination, musicality, focus and discipline. Basic ballet and modern positions will be demonstrated and the students will be asked to imitate them to show evidence of kinesthetic sensibility, awareness of space, and ability to turn, jump and move with ease. For students with dance experience, please bring a photo in first arabesque and be dressed in a leotard, tights and ballet shoes. Students will be asked to demonstrate combinations to show their level of dance technique. Students will be rated on physical ability, focus, and aesthetic sensibility. All students will be accepted on potential ability for a one-year probationary period. If, at the end of their first full year of school at SCPA, their grade in dance is a “C” or better, their acceptance will be considered permanent.

Drama Audition Requirements
Prepare the indicated monologue for your grade level on page 13 of this packet. The monologue must be performed by memory and must be memorized exactly. Be sure to speak loudly and clearly. Include appropriate gestures (hand movements) to accompany your speaking of the monologue. Remember, you are portraying the character from the monologue so it is your job to convince us that you are that character. You will be rated on diction and vocal strength, character interpretation and control and use of the body. In addition to the memorized monologue, you may be required to do a “cold” reading. This means you will read something for us that you haven’t seen before.

Instrumental Music Requirements
For Band, Harp, Orchestra and Piano:
4<sup>th</sup>-6<sup>th</sup> grade: Prepare a short piece on your instrument that demonstrates your musical ability. You will be rated on tone quality, technique and intonation. Incoming 4<sup>th</sup> grade students with no prior band experience may express interest in learning flute, clarinet, trumpet, baritone, or trombone. Incoming 4<sup>th</sup>-6<sup>th</sup> grade students with some type of musical experience may express interest in learning harp. Percussionists will need to prepare a short rhythm etude on snare drum or prepare a short piece for xylophone or marimba.

7<sup>th</sup>-8<sup>th</sup> grade: Prepare an etude or short solo piece on your instrument that demonstrates your musical technique. Be prepared to play major scales in the key of C,G,F and Bb. You will be rated on tone quality, technique and intonation. Band instruments will include flute, clarinet, oboe, bassoon, saxophone, trumpet,
trombone, baritone, tuba and percussion. Percussionists must prepare a snare drum piece from the Ohio Music Educators list of approved solos for junior high school solo and ensemble contest.

9th-12th grade: Prepare a movement from a classical sonata, suite, concerto or a solo piece that demonstrates your musical technique and expressiveness. Memorization of your piece is optional but not required. Be prepared to play major scales in all keys. You will be rated on tone quality, technique, intonation, rhythmic accuracy and musical expression. Percussionists must prepare a snare drum or timpani piece from the Ohio Music Educators list of approved solos for high school solo and ensemble contest.

For Jazz:
7th-8th grade: Brass and winds must prepare a simple jazz standard on your instrument that demonstrates your musical ability. Suggested examples include Sonny Moon for Two, Blue Bossa, St. Thomas or Watermelon Man. (These jazz standards can be found in legal fake books such as the New Real Book Vol. 1,2 and 3.) Bassists should be able to play the melody and walk a bass line. Drummers should be able to play time over the form of the tune then trade fours. Pianists should be able to play the melody, then comp out the chord changes. Guitarists should be able to play the melody, then comp out the chord changes. Guitarists must be able to read single line melodies, guitar tab reading only is not sufficient. All 7th-8th grade jazz instrumentalists will be rated on tone, technique, swing feel and rhythmic accuracy.

For Jazz:
9th-12th grade: Brass and winds must prepare a jazz standard on your instrument that demonstrates your musical ability. You will be required to play through the melody and then improvise one chorus over the chord changes. Suggested examples from the repertoire include Take the A Train, Recordame, In a Mellow Tone, Au Privave, Tune Up, etc. (These jazz standards can be found in legal fake books such as the New Real Book Vol. 1,2 and 3.) Bassists must be able to play the melody then walk a bass line over the form of the tune. Pianists must be able to play the melody and comp out the chord changes to the tune as well as improvise one chorus. Guitarists must be able to play the melody, then comp out the chord changes to the tune as well as improvise one chorus. Guitarists must be able to read single line melodies and comp out chord changes. Drummers must be able to play time over the form of the tune then solo over the form of the tune and trade fours. Drummers should also prepare the drum etudes on pages 18 and 26 from The Art of Bop Drumming book by John Riley. This book is available from www.jazzbooks.com. All 9-12th grade jazz instrumentalists will be rated on tone quality, technique, intonation, swing feel, articulation, rhythmic mastery and improvisation skills.

Vocal Music Requirements
Students entering 4th-6th grade will perform “America” (My Country Tis’ of Thee) by memory in the key given (F major). The sheet music to “America” is on page 12 of this packet. Students entering 7th-12th grade must select, prepare and perform one song from the list on page 12 of this packet. The student must perform the song by memory and must provide the piano sheet music at the audition. Most of the selections on this list may be found at the Main branch of the Cincinnati Public Library or Willis Music on Montgomery Road or at stantons.com. No “pop,” “rock,” or “rap” music is acceptable for the audition. Additionally, students will be asked to sing scales, and intervals, and will be required to identify music theory symbols appropriate to their grade level. You will be rated on tone quality, intonation, diction, memorization, vocal range and stage presence.
**Technical Theatre Requirements**

Students entering grades 7-12 must complete the Technical Theatre Student Questionnaire on page 14 of this packet. Parents of students entering grades 7-12 must complete the Technical Theatre Parent Questionnaire on page 15 of this packet. Please bring both completed questionnaires with you to the audition. It is also strongly recommended you bring the following items with you for each technical theatre program you are interested in. Scenic Design: sketches or pictures of any set designs or props you have created; Costume Design: samples of clothes you have made, photos or sketches of clothes you have designed; Lighting Design: photos or drawings of lighting designs you have created. You will be rated on experience using materials or equipment in the technical theatre field, your design abilities and your grasp of technical elements in theatre.

**Visual Art Requirements**

Complete the art test on pages 5-8 of this packet carefully and completely and bring this with you to the audition. In addition, follow the instructions on page 9 of this packet to prepare a high quality art portfolio that you must bring with you to the audition.

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**VISUAL ARTS AUDITION**

This is a four part art test that you take at home. Please spend at least 30 minutes planning, and working on each part of the test.

Make sure that you bring the completed art test to your audition along with your portfolio of additional works of art.

Name: _______________________________________    Age___________

Grade Level____

Parent Signature__________________________________________
Part One: Writing Section

Write a detailed description of the work of art that you see on your left.

Explain how you think the artist created the art of work using correct art terms.

Explain what you think the work of art means to you.

Part Two: Self Portrait (30 minutes to an hour)

Use a Mirror, not a photograph.

Make a detailed self-portrait from your chest up. Make sure that you include details such as your facial expression, eye color, textures and patterns on clothes and hair. Carefully add shading to the drawing that matches what you see in the mirror.

Filippino Lippi. Self-Portrait. 1437-1504
Create Your Own Design

Part Three: Design (30 minutes)

Create your own design sequence that begins with a line (straight, curved, zigzag). Add one new line or shape to each box as you create a simple-to-complex set of designs.
Part Four: Still Life (30 minutes to an hour)

Place three to six objects together in a group. Position some objects in front of others. *Take your time, look carefully.* Draw the still life very carefully, paying attention to the size, shapes and tones of the objects. Carefully shade the still life drawing.
Part FIVE: Portfolio Preparation

Prepare 8-10 of your best art pieces and place them in a cardboard or vinyl portfolio carrying case. For example, we would like to see drawings, paintings (in color), collages, crafts (clay, fabric, paper-mache, etc.) and a small sculpture if available. You may also include a few original photographs. No cartoon drawings please.
CREATIVE WRITING PART 1 – PROFILE ESSAY

Student’s Name __________________________
Age___________ Current Grade__________
Parent Signature _______________________

Student Profile - please respond to each of the questions below and submit the required portfolio pieces in Part 3.

Part 1: The Basics
1. Do you believe that you are a writer? If so, why? If not, why not?
2. What kind of writer are you? What forms/styles/genres do you enjoy?
3. What inspires you to write?
4. Would you like to pursue writing as a career? If so, why? If not, why not?

Part 2: Writers as Readers
1. Name an author that you admire and explain why.
2. How do you know when something you’re reading is an example of good writing?
3. If you could be a character in any book that you have read, who would you be and why?

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Please use a separate piece of paper if you need room to finish your essay. You are not limited to this length.

Part 3: Portfolio (5 pieces)
1. Please provide a poem that focuses on a historic event.
2. Please provide a short story (300-500 words).
3. Please provide at least 3 additional writing samples of your choice.
Literary Critique

❖ Required for grades 4-12:

- How do you know that this piece is a poem?
- What does the poet think that "hope" is?
- Who is speaking in the poem?

❖ Required for grades 6-12:

- Please mark the syllables in each line of the poem.
- What sort of rhyme is Emily Dickinson using?
- How does her use of poetic meter impact the poem?
- Do you agree with Emily Dickinson's metaphor, why/why not?
- Create a metaphor for "hope."

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“HOPE”

"Hope" is the thing with feathers—
That perches in the soul—
And sings the tune without the words—
And never stops—at all—

And sweetest—in the Gale—is heard—
And sore must be the storm—
That could abash the little Bird
That kept so many warm—

I've heard it in the chillest land—
And on the strangest Sea—
Yet, never, in Extremity,
It asked a crumb—of Me.

Emily Dickinson
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VOCAL MUSIC

Students Entering Grades 4-6

Voice

America

\[ j = 90 \]

My country 'tis of thee
sweet land of liberty
of thee I

sing

Land where my fathers died,
Land of the pilgrim's pride

From every mountain side
let freedom ring

Students Entering Grades 7-12

Students must prepare a piece from the list below. Most of these selections may be found at the Cincinnati Public Library or Mannerino’s Music Store on Hamilton Avenue. The student must sing his/her choice from memory and must provide the piano sheet music at the audition. No “pop,” “rock,” or “rap” music is acceptable.

A. Broadway Musicals
   1. West Side Story  
   2. Oklahoma  
   3. Annie Get Your Gun  
   4. Finian's Rainbow  
   5. The Sound of Music  
   6. The Phantom of the Opera  
   7. Carousel  
   8. Showboat  
   9. Annie  
   10. Music Man  
   11. A Chorus Line  
   12. Joseph & the Amazing Technicolor Dreamcoat  
   13. Dreamgirls  
   14. Sweeney Todd

B. Art songs and solos from any of the following composers:
   1. Bach  
   2. Mozart  
   3. Schumann  
   4. Schubert

C. Any selections from the Italian Song Books for Soprano, Alto, Tenor, or Bass.
DRAMA MONOLOGUES

Students Entering Grades 4-6

(from Charlotte’s Web):

NARRATOR: (To audience) Shh! Listen to the sounds of the morning. Very, very early morning. So early, in fact, the sun isn’t even up yet. Listen to the crickets... the hoot-owls... a frog down by the pond... a dog up at the next farm... And today there’s another sound. It tells that something exciting happened during the night. Some brand-new pigs were born. Here’s one of them right now exploring his new home. His name is – well, actually he doesn’t have a name, yet. For the moment, he’s still just a little pig. But as you’ll see, he isn’t just any ordinary pig.

Students Entering Grades 7-8

(from Our Town):

STAGE MANAGER: (To audience) There’s an early-afternoon calm in our town. A buzzin’ and a hummin’ from the school buildings; only a few buggies on Main Street - the horses dozing at the hitching posts; you all remember what it’s like. Doc Gibbs is in his office, tapping people and making them say “ah.” Mr. Webb’s cuttin’ his lawn over there; one man in ten thinks it’s a privilege to push his own lawnmower. No, sir. It’s later than I thought. There are children coming home from school already.

Students Entering Grades 9-12

BOYS:
(from Lost in Yonkers)

JAY: Don’t do it Arty, … Leave him alone, Uncle Louie. You want the bag open, do it yourself. (He takes the bag from Arty and tosses it at Louie’s feet.) Maybe you don’t rob banks or grocery stores or little old women. You’re worse than that. You’re a bully. You pick on a couple of kids. Your own nephews. You make fun of my father because he cried and was afraid of Grandma. Well, everyone in Yonkers is afraid of Grandma… And let me tell you something about my father. At least he’s doing something in this war. He’s sick and he’s tired but he’s out there selling iron to make ships, and tanks and cannons, and I’m proud of him. What are you doing? Hiding in your mother’s apartment and scaring little kids and acting like Humphrey Bogart… Well, you’re no Humphrey Bogart… And I’ll tell you something else – No, that’s all.

GIRLS:
(from The Diary of Anne Frank)

ANNE: Look, Peter, the sky. (She looks up through the skylight) What a lovely, lovely day! Aren’t the clouds beautiful? You know what I do when it seems as if I couldn’t stand being cooped up for one more minute? I think myself out. I think myself on a walk in the park where I used to go with Pim. Where the jonquils and the crocus and the violets grow down the slopes. You know the most wonderful part about thinking yourself out? You can have it any way you like. You can have roses and violets and chrysanthemums all blooming at the same time... It’s funny...I used to take it all for granted... and now I’ve gone crazy about everything to do with nature. Haven’t you?
Which are you most interested in? Check all that apply: ___Costuming ___Lighting ___Scenic / Set Design

Student Questionnaire

1. Please identify and describe one project you created or participated in during the last year?

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2. If you are accepted what do you think you will be expected to do artistically?

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3. Describe a television show that you have seen in recent weeks. Describe elements that relate to the areas of set design, lighting, sound and costuming.

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4. Have you ever been to a live theater production? If so, what show or shows did you see?

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Parent Questionnaire

1. How would you get your child home if he or she had to stay late for a class requirement?
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2. If the class would need parental help on the weekend, would you be available?
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3. Why do you want your child to attend SCPA as a Technical Theater Major?
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Student’s Name______________________
Age___________ Current Grade_______
Parent Signature _____________________