

Our Mission ... Student Success ... Academic, Artistic and Humanistic

School
Of The
Arts

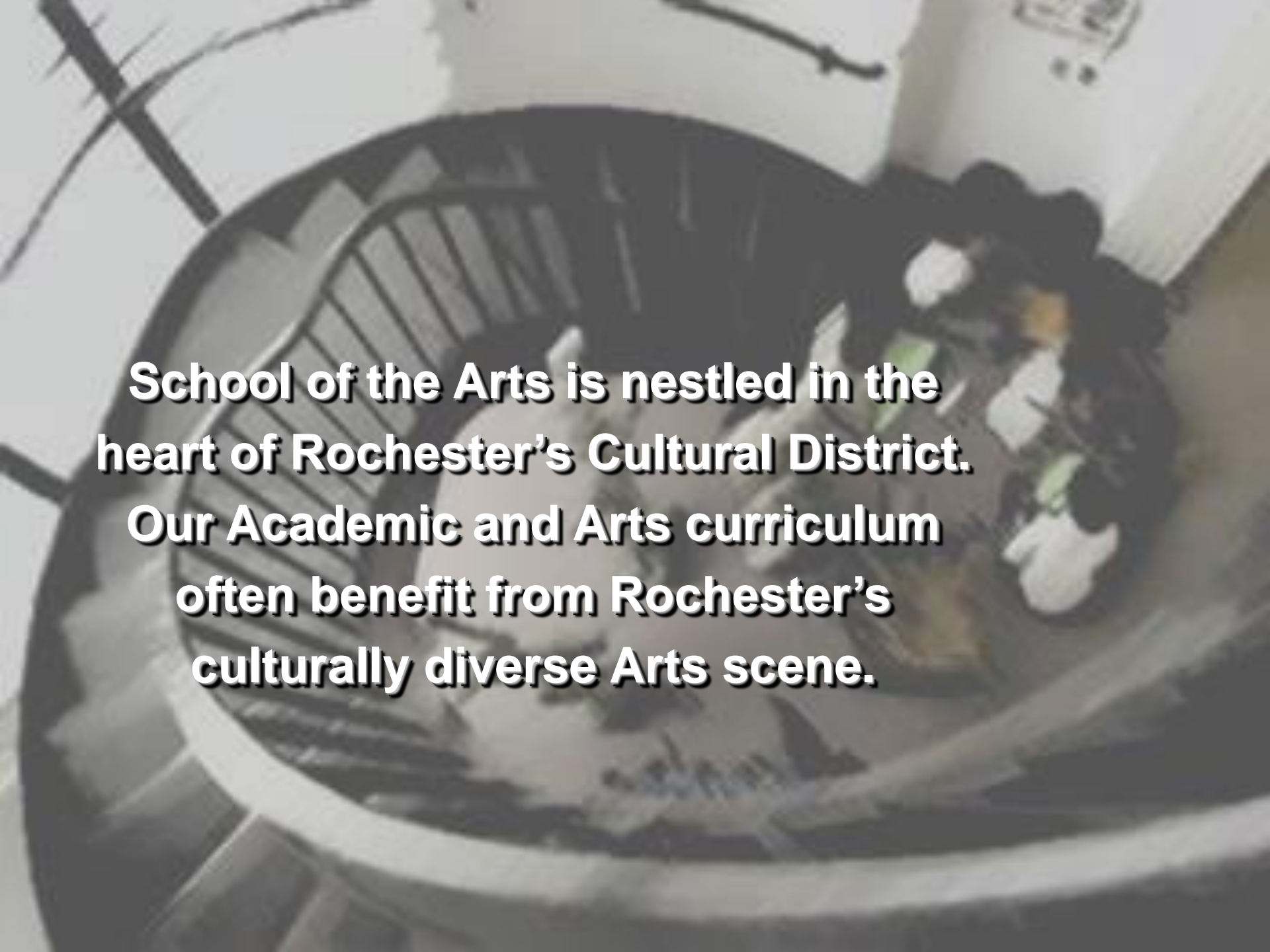
Audition Process

Where the **Electricity** of the **CREATIVE ARTS** and the
Energy of **ACADEMIC LEARNING** come together!

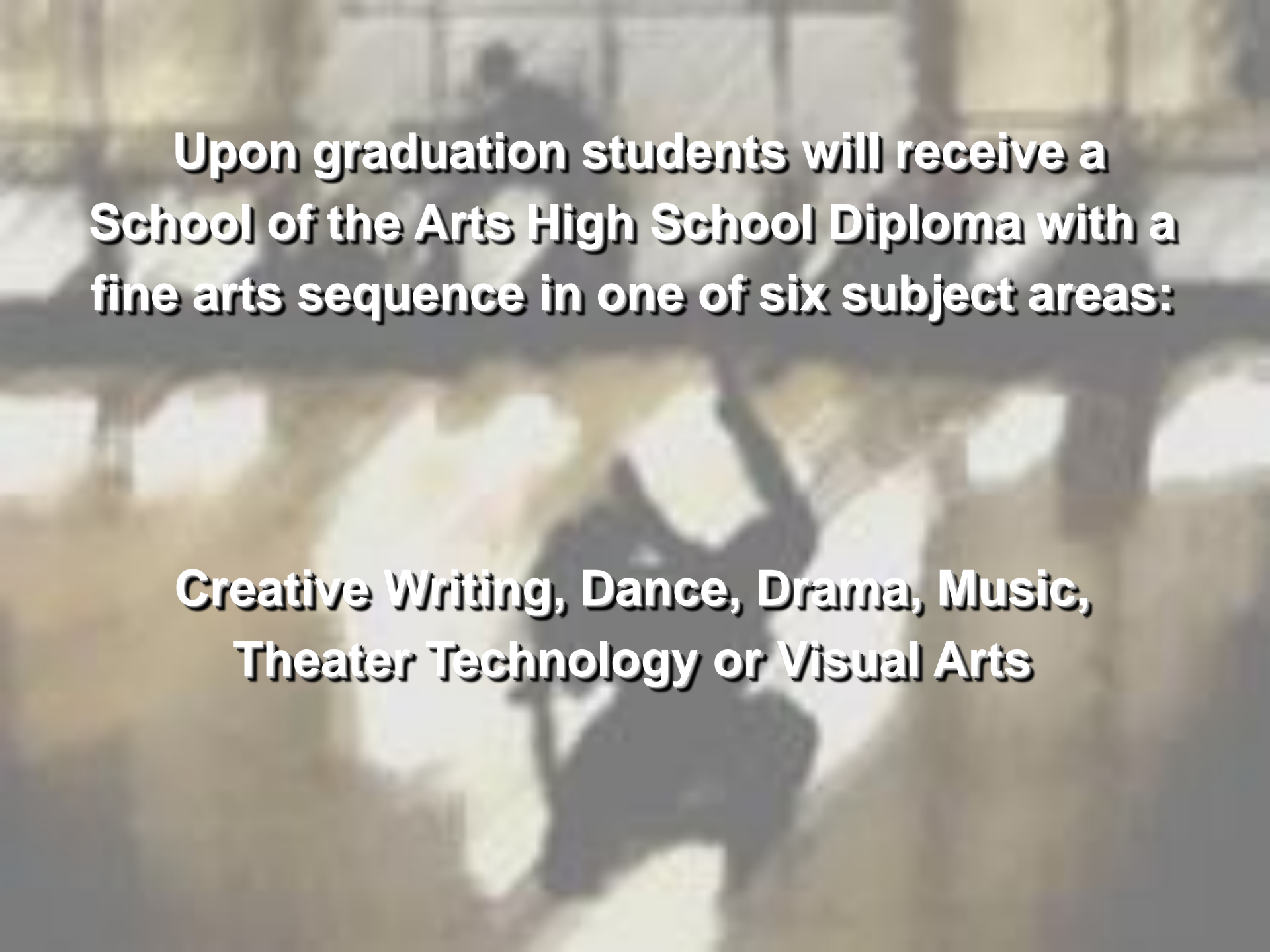
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Overview of SOTA

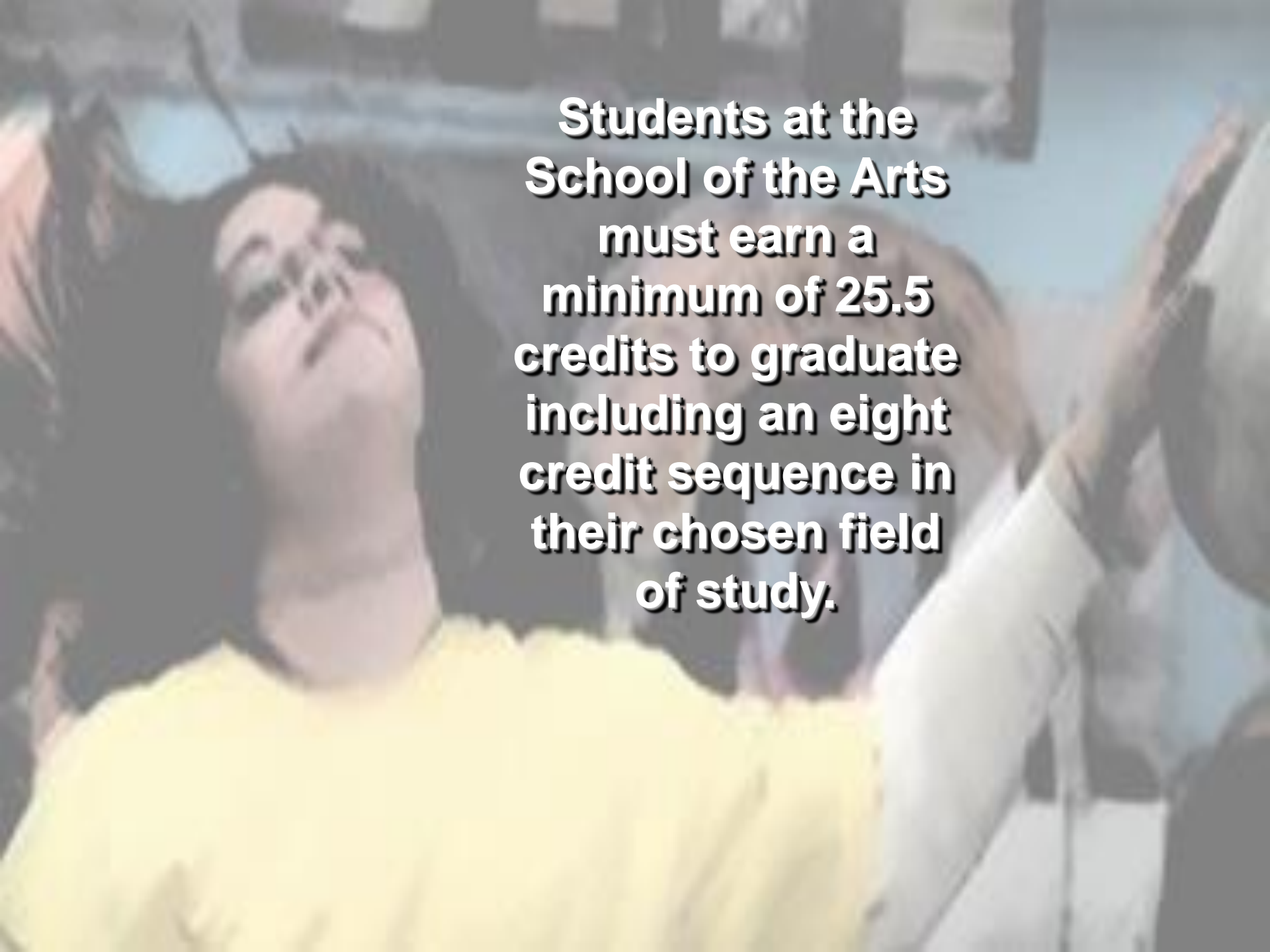
An aerial, top-down view of a spiral staircase. The staircase has a dark wooden railing and a light-colored wooden floor. Several people are sitting on the steps, some looking towards the camera. The background shows a white wall and a doorway.

School of the Arts is nestled in the heart of Rochester's Cultural District. Our Academic and Arts curriculum often benefit from Rochester's culturally diverse Arts scene.

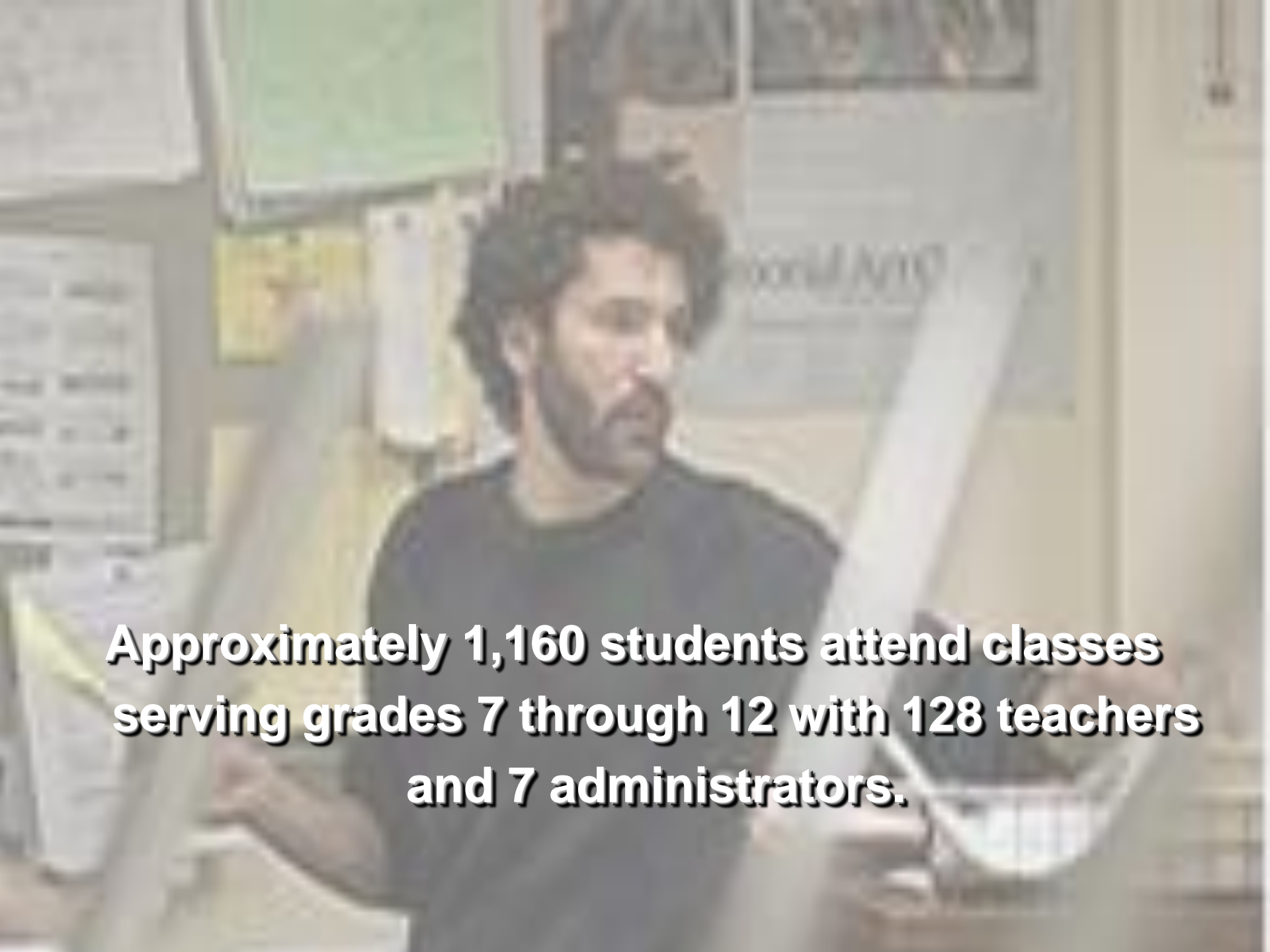


**Upon graduation students will receive a
School of the Arts High School Diploma with a
fine arts sequence in one of six subject areas:**


**Creative Writing, Dance, Drama, Music,
Theater Technology or Visual Arts**

A student with dark hair, wearing a bright yellow shirt, is looking upwards with an expression of interest or concentration. The background is a blurred classroom setting with other students and a whiteboard. The text is overlaid on the right side of the image.

**Students at the
School of the Arts
must earn a
minimum of 25.5
credits to graduate
including an eight
credit sequence in
their chosen field
of study.**

A man with dark, curly hair and a beard, wearing a dark t-shirt, stands in an office. He is looking slightly to his right. The background is filled with various papers, a calendar, and a bulletin board. The text is overlaid on the lower half of the image.

Approximately 1,160 students attend classes serving grades 7 through 12 with 128 teachers and 7 administrators.



Our annual attendance rate is the highest in the district (approximately 94%)

More than 90% of all SOTA graduates go on to higher education



The School of the Arts outstanding faculty and administrative staff create an environment that is safe and promotes lifelong learning.

Advanced Placement classes are offered in every academic and artistic field of study.

Timeline

Timeline

- **Week of October 22, 2018**

SOTA Application Packet mailed home to all current 6th grade families. Students in grades 8-11 must request an application directly from SOTA. Applications are also be available on-line at: sotarochester.org. SOTA Application Packet emailed to all 6th grade student email accounts, 6th grade teachers, and RCSD elementary Arts teachers.

- **November 17, 2018**

SOTA Saturday of the Arts Hand-On Exploratory Open House
45 Prince Street

- **December 14, 2018**

Completed applications due to SOTA

- **RCSD TBD**

High School EXPO

Please Note: Attendee applications will be accepted for scheduling

Timeline Continued

- **Week of January 7, 2019**

Audition Notification Letters mailed to all SOTA applicants

- **January 22-24, 2019 SOTA Audition Dates**

Please save these dates - your child will be scheduled to audition on one of these days from 5:00 PM - 8:00 PM

Please Note: Due to the high number of applicants, auditions cannot be rescheduled or changed for any reason!

- **February, 2019**

RCSD Schools of Choice Application Due

- **April, 2019**

Acceptance letters mailed home

- **New Student Orientation**

TO BE DETERMINED - AUGUST 2019

Important Names and Phone Numbers

Joe Capezzuto
Student Equity and Placement
262-8680

Kelly Nicastro
Principal, School of the Arts
Audition Hotline 324-3502

Alan Tirré
Assistant Principal for the Arts, School of the Arts
Audition Hotline 324-3502
alan.tirre@rcsdk12.org

The background of the slide consists of vertical purple curtains with a subtle sheen and shadowing, creating a stage-like atmosphere.

Audition Requirements

- 
- **Be Available on audition dates.**

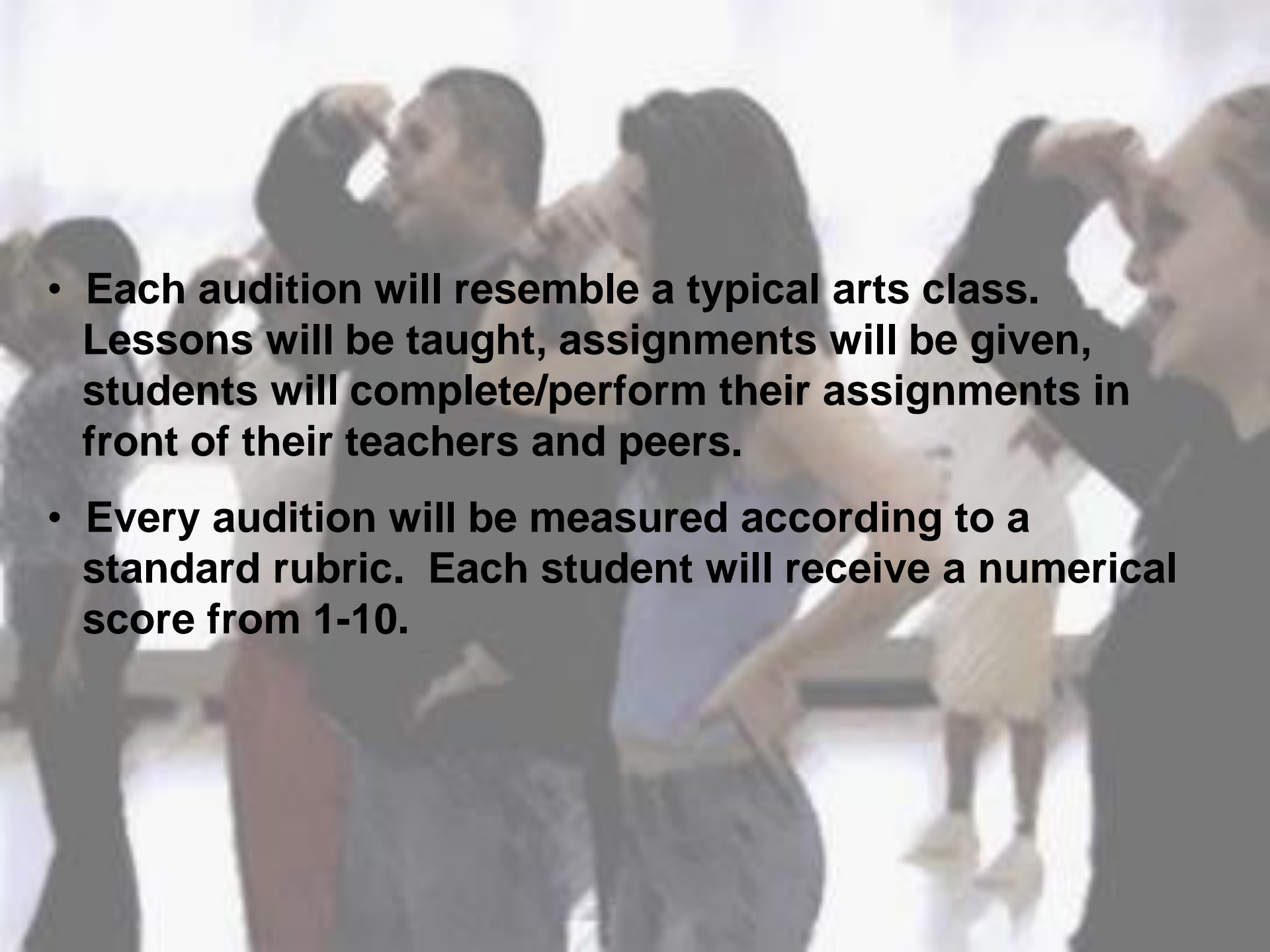
January 24 - 26 from 5:00 PM to 8:00 PM

- **Due to large numbers of applicants,**

Auditions CANNOT be rescheduled or changed for any reason.

- **Students can only audition in ONE art area.**

Students may audition in Creative Writing, Dance, Drama, Instrumental Music (Band, Strings, Piano), Vocal Music, Theatre Technology or Visual Arts

- 
- **Each audition will resemble a typical arts class. Lessons will be taught, assignments will be given, students will complete/perform their assignments in front of their teachers and peers.**
 - **Every audition will be measured according to a standard rubric. Each student will receive a numerical score from 1-10.**

In addition to the individual department requirements, *ALL* students auditioning for *School of the Arts* are required to bring/provide the following:

- **A written essay/statement (5-7 sentences in length) explaining why you want to attend *School of the Arts*. *Be sure to describe your interest in the ART AREA of your scheduled audition!***
- **A completed Applicant Snapshot from a previous or current teacher. Teachers should return these to SOTA AUDITIONS via district mail no later than JANUARY 20, 2017. Letters received after this date will NOT be processed.**

CREATIVE WRITING

Please bring:

- A full portfolio of your written work reflecting different genres and styles. Each portfolio should include a varied selection of poetry (rhymed and unrhymed), a varied selection of fiction (short stories, plays) and a variety of non-fiction work (essays, book reports, journalism, reviews, class projects that reflect research, etc.) Additionally, please include original drafts of work that has been revised.
- Pencil, pen (blue or black ink only). Paper will be provided.

You MAY be requested to:

- Participate in a writing workshop.

DANCE

Please bring:

- Dance attire (leotard, tights) or close-fitting athletic wear (no shorts – no bare legs).
- For safety, use dance shoes or bare feet.
- A cassette or CD of music for the piece you will perform.
- A list of any private lessons (past or present) or school extra-curricular activities (sports, clubs, etc.) in which you participate.

You MAY be requested to:

- Present a short dance sequence (at least 30 seconds to 1 minute in length).
- Respond to teacher-directed combinations.

DRAMA



Please bring:

- A brief (approximately 100 words) memorized monologue from either a play or book in the first person (do not use speeches or rhyming poems). Your English teacher or librarian might be a wonderful resource.

You MAY be requested to:

- Do some improvisation.
- Do a short reading of our choice.
- Demonstrate ability to convey stage presence, emotion, body movement and response to direction.

INSTRUMENTAL MUSIC (Band & Strings)

Please bring:

- Your instrument.
- One or two prepared selections.
- Sheet-music sample(s) or book(s) of music you are playing at this time.

You MAY be requested to:

- Play three major scales from memory.
- Play at least one prepared piece.
- Demonstrate sight reading ability.
- Set drummers will be requested to play at least three (3) of the following styles: swing, samba, funk, rock, bossa nova, disco, shuffle, jazz or waltz.

PIANO

Please bring:

- One or two prepared selections.
- Sheet music sample(s) or book(s) of music that you are playing at this time

You MAY be requested to:

- Play three scales with both hands from memory.
- Demonstrate sight reading ability.
- Play a simple arrangement of Beethoven's 'Ode to Joy'
- Play at least one additional prepared piece.

VOCAL MUSIC

Please bring:

- A copy of the sheet music for your prepared song.

You MAY be requested to:

- Sing one major scale.
- Sing “America” (*My Country ‘Tis of Thee*).
Diction is an important part of this segment.
- Sing one prepared song of your choice.
An accompanist will be provided.
- Sight-sing a simple four measure melody.

THEATRE TECHNOLOGY

Please bring any three of the following:

- A Drawing, Painting or Paper Mache project that you created at home or in your art class that you are proud of.
- Your ideas for a Dollhouse Ground Plan (living room, kitchen, bedroom, etc.)
- Something built from wood, like a box or bird house.
- A list of sets and props from an episode of your favorite TV show, movie or cartoon.
- Your ideas or plans about how you would build a bookshelf.
- An example of Computer Art or Computer Drawing you created.

THEATRE TECHNOLOGY CONTINUED

You MAY be requested to:

- Do measuring activities with a standard ruler.
- Draw pictures based on moods/emotion/words, problem solve in a group activity, follow instructions to build a simple object.
- Work with basic hand tools.
- Learn to use a computer for drawing.

VISUAL ARTS

Please bring:

- #2 pencil
- Sample drawing (pencil drawing of an old shoe on a piece of 8.5" x 11" white paper that will be left at the audition)
- *Student Portfolio*

A Student Portfolio should include several samples of your best 2-dimensional art work. Students should include a collection of art work from their art classes in addition to items from your sketchbook (no cartoons or super heroes). In addition, please be sure to include the following types of drawings; 1) A Self-Portrait. 2) A Still-Life. 3) A Landscape (a view from outside or a picture of a room). Students may also bring examples of 3-dimensional work (a sculpture, a ceramic piece, etc.).

VISUAL ARTS CONTINUED

A top-down view of a person's hands painting a colorful abstract artwork on a canvas. The person is wearing a grey long-sleeved shirt. The artwork features vibrant green, blue, and red colors. To the left, there is a white palette with various colors of paint and a brush. A blue container is visible at the top left. The background is a light-colored wooden table.

You MAY be requested to:

- Participate in a 3 - 4 hour long Visual Arts class. Class activities will include creativity, problem solving and writing exercises as well as creating two-dimensional and three-dimensional artwork.
- Respond to questions about your art work and art processes during an interview.

Screening Sheets



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45 Prince Street at University Rochester, New York 14607 242-7682

Creative Writing

Screening Sheet

Additional Student Information: _____

Checklist: Essay/Statement of Intent Letter of Recommendation Portfolio

Area	Evaluation (0-5 points)	Score (points x %)	Comments
POETRY PORTFOLIO (25%) <ul style="list-style-type: none"> Poetic Devices Imagery Form (Structure) Meaning (Theme) Diction (Word Choice) 	• • • • •	• • • • •	
FICTION PORTFOLIO (25%) <ul style="list-style-type: none"> Narrative Structure Point of View Theme Plot & Character Dev. Description, Dialogue 	• • • • •	• • • • •	
NON-FICTION PORTFOLIO (25%) <ul style="list-style-type: none"> Controlling Idea Grammar/Mechanics Organization/Meaning Language Development 	• • • • •	• • • • •	
WORKSHOP (25%) <ul style="list-style-type: none"> Active Participation Interest & Potential Poetry Writing Sample Fiction Writing Sample Non-Fiction Writing Sample 	• • • • •	• • • • •	

TOTAL SCORE

COMPLETED BY: _____ DATE: _____
_____ DATE: _____
_____ DATE: _____



POETRY PORTFOLIO (25%)

- Poetic Devices
- Imagery
- Form (Structure)
- Meaning (Theme)
- Diction (Word Choice)

FICTION PORTFOLIO (25%)

- Narrative Structure
- Point of View
- Theme
- Plot & Character Dev.
- Description, Dialogue

NON-FICTION PORTFOLIO (25%)

- Controlling Idea
- Grammar/Mechanics
- Organization/Meaning
- Language
- Development

WORKSHOP (25%)

- Active Participation
- Interest & Potential
- Poetry Writing Sample
- Fiction Writing Sample
- Non-Fiction Writing Sample





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Dance

Screening Sheet

Additional Student Information: _____

Checklist: Essay/Statement of Intent Letter of Recommendation Appropriate Dress On Time

Area	Evaluation (0-10 points)	Comments
Solo: <i>Technique</i>		+ / - Clean Technique + / - Dance Aptitude + / - Coordination
Solo: <i>Performance</i>		+ / - Presentation + / - Expression + / - Energy
Solo: <i>Movement Quality and Aesthetic Sense</i>		+ / - Use of Space, Levels and Direction + / - Rhythmic Changes + / - Dynamic Changes + / - Creativity
Studio Work: <i>Dance Potential</i>		+ / - Clean Technique + / - Dance Aptitude + / - Coordination
Studio Work: <i>Focus and Discipline</i>		+ / - Pays Attention Consistently + / - Concentration + / - Follows Directions Consistently
Attitude and Behavior		+ / - Maintains Positive Attitude + / - Does Not Talk + / - Does Not Distract Self or Others + / - Is Respectful
Energy and Effort		+ / - Shows Excellent Work Ethic + / - Demonstrates High + / - Pushes Themselves beyond Capability Level of Energy
Proprioceptive Sense (ability to apply corrections)		+ / - Visibly Applies Corrections + / - Applies Corrections Even When Difficult
Musicality: <i>Timing and Rhythm</i>		+ / - Heeds and Moves to Beat + / - Uses Music + / - Can Change Rhythms Expressively
Overall Kinesthetic Sense		+ / - Demonstrates Good Kinesthetic (muscle) Memory + / - Movement Remains Consistent with Repetition

TOTAL SCORE

COMPLETED BY: _____ DATE: _____

_____ DATE: _____

Solo: <i>Technique</i>	Clean Technique Coordination	Dance Aptitude
Solo: <i>Performance</i>	Presentation Energy	Expression
Solo: <i>Movement Quality and Aesthetic Sense</i>	Use of Space, Levels and Direction Dynamic Changes	Rhythmic Changes Creativity
Studio Work: <i>Dance Potential</i>	Clean Technique Coordination	Dance Aptitude
Studio Work: <i>Focus and Discipline</i>	Pays Attention Consistently Follows Directions Consistently	Concentration
Attitude and Behavior	Maintains Positive Attitude Does Not Distract Self or Others	Does Not Talk Is Respectful
Energy and Effort	Shows Excellent Work Ethic Pushes Themselves beyond Capability	Demonstrates High Level of Energy
Proprioceptive Sense (ability to apply corrections)	Visibly Applies Corrections Applies Corrections Even When Diffic	
Musicality: <i>Timing and Rhythm</i>	Hears and Moves to Beat Can Change Rhythms	Uses Music Expressively
Overall Kinesthetic Sense	Demonstrates Good Kinesthetic (muscle memory) Movement Remains Consistent with Ration	



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Drama

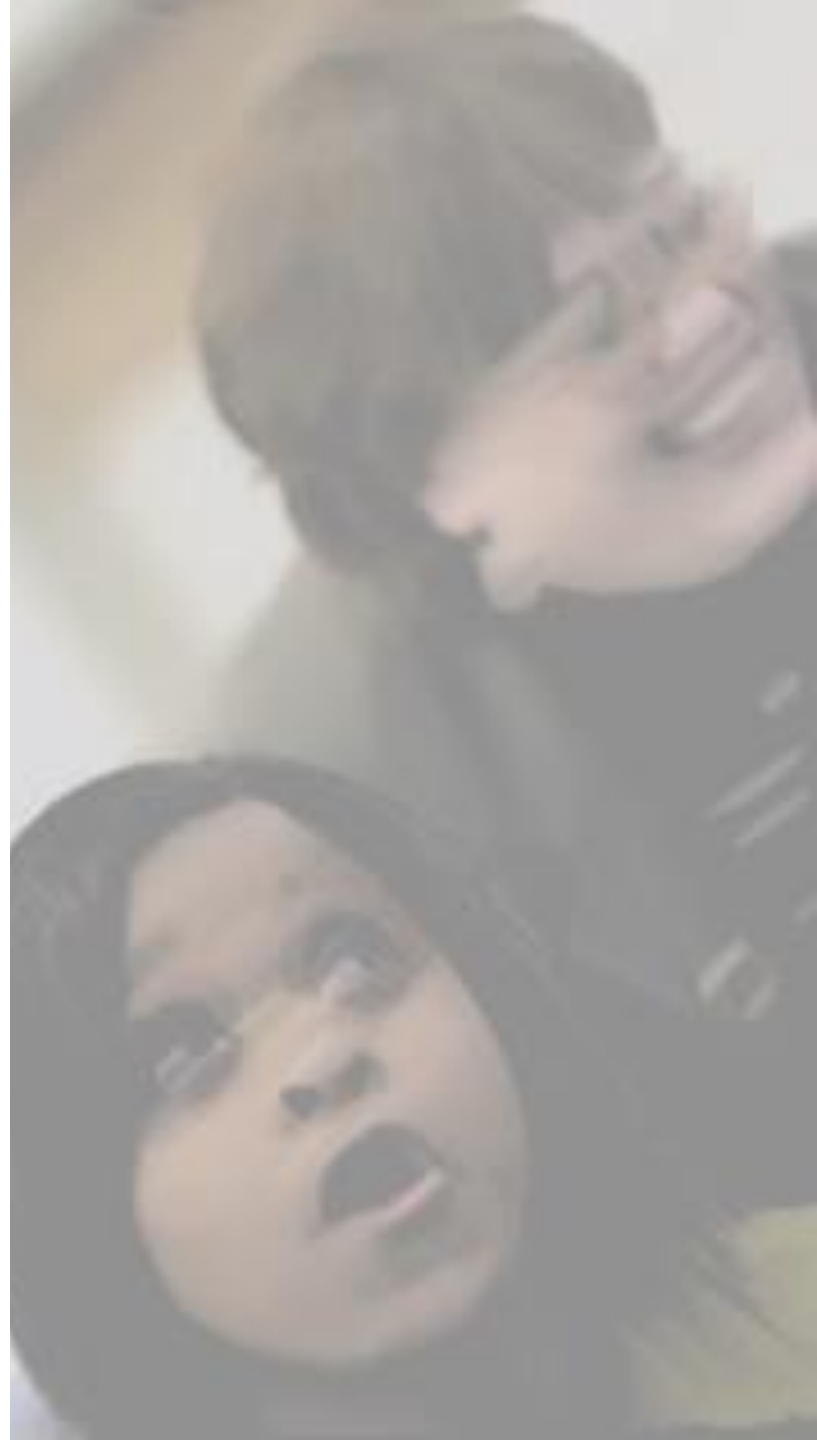
Screening Sheet

Additional Student Information: _____

Checklist: Essay/Statement of Intent Letter of Recommendation Portfolio

Area	Evaluation	Comments
VOCAL & PHYSICAL WARM-UPS (10 points)		+ / - / inc Willingness to participate + / - / inc Ability to follow instructions + / - / inc Ease in working with others + / - / inc Potential for growth
THEATRE GAMES (15 points)		+ / - / inc Cooperation & Teamwork + / - / inc Trust + / - / inc Respect working methods of others + / - / inc Shows passion for the art form
MONOLOGUE WORK <i>Prepared work must be from a real play or book. Excerpt from:</i> (20 points)		+ / - / inc Preparation / Memorization + / - / inc Interpretation / Characterization + / - / inc Integration of face, voice, body + / - / inc Ability to take direction + / - / inc Potential for growth
SCENE WORK <i>Duos and Trios, Timed rehearsals, presentation</i> (20 points)		+ / - / inc Ability to cold read + / - / inc Ability to listen + / - / inc Contribution to the group effort + / - / inc Blocking relates to actors / audience + / - / inc Interpretation / Characterization + / - / inc Rehearses cooperatively + / - / inc Potential for growth
WRITTEN WORK <i>Summary of scene work, Journal entry on audition process, Brief biography of monologue character</i> (10 points)		+ / - / inc Demonstrates seriousness of purpose + / - / inc Ability to articulate details + / - / inc Meaningful content + / - / inc Use of vocabulary + / - / inc Grammar, mechanics, punctuation
COMMUNICATION <i>Experiences in theater/tech, music, voice, dance, art. Future intentions with major</i> (15 points)		+ / - / inc Commitment to theatre + / - / inc Accepts directorial decisions + / - / inc Communicates ideas respectfully + / - / inc Articulates goals clearly + / - / inc Demonstrates poise
		TOTAL SCORE

COMPLETED BY: _____ DATE: _____
_____ DATE: _____
_____ DATE: _____



<p>VOCAL & PHYSICAL WARM-UPS (10 points)</p>	<p>Willingness to participate Ability to follow instructions Ease in working with others Potential for growth</p>
<p>THEATRE GAMES (15 points)</p>	<p>Cooperation & Teamwork Trust Respect working methods of others Shows passion for the art form</p>
<p>MONOLOGUE WORK <i>Prepared work must be from a real play or book. Excerpt from:</i> (20 points)</p>	<p>Preparation / Memorization Interpretation / Characterization Integration of face, voice, body Ability to take direction Potential for growth</p>
<p>SCENE WORK <i>Duos and Trios, Timed rehearsals, presentation</i> (20 points)</p>	<p>Ability to cold read Ability to listen Contribution to the group effort Blocking relates to actors / audience Interpretation / Characterization Rehearses cooperatively Potential for growth</p>
<p>WRITTEN WORK <i>Summary of scene work, Journal entry on audition process, Brief biography of monologue character</i> (20 points)</p>	<p>Demonstrates seriousness of purpose Ability to articulate details Meaningful content Use of vocabulary Grammar, mechanics, punctuation</p>
<p>COMMUNICATION <i>Experiences in theater/tech, music, voice, dance, art. Future intentions with major</i> (15 points)</p>	<p>Commitment to theatre Accepts directorial decisions Communicates ideas respectfully Articulates goals clearly Demonstrates poise</p>





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Woodwinds & Brass

Screening Sheet

Additional Student Information: _____

Checklist: Essay/Statement of Intent Letter of Recommendation Portfolio

Area	Evaluation	Comments
TONALITY (10 points) <i>Quality, Control, Focus, Breath Support, Embouchure, Posture</i>		
TECHNIQUE (10 points) <i>Articulation, Facility, Flexibility</i>		
ACCURACY (10 points) <i>Note Accuracy, Rhythmic Accuracy, Steadiness of Rhythm, Intonation</i>		
INTERPRETATION (10 points) <i>Dynamics, Tempo, Phrasing, Expression</i>		
LEVEL OF DIFFICULTY (multiplier of 2)		
SCALES (5 points)		
SIGHT READING (5 points)		
CLASSROOM EVALUATION (50 points) <i>Music Theory</i>		
REHEARSAL EVALUATION (50 points) <i>Ensemble Performance</i>		
TOTAL POINTS & FINAL COMPUTATIONS		

Notes: _____

TOTAL SCORE

COMPLETED BY: _____ DATE: _____
_____ DATE: _____



TONE *(10 points)*

Quality, Control, Focus, Breath Support, Emboucher, Posture

TECHNIQUE *(10 points)*

Articulation, Facility, Flexibility

ACCURACY *(10 points)*

Note Accuracy, Rhythmic Accuracy, Steadiness of Rhythm, Intonation

INTERPRETATION *(10 points)*

Dynamics, Tempo, Phrasing, Expression

LEVEL OF DIFFICULTY *(multiplier of 2)*

SCALES *(5 points)*

SIGHT READING *(5 points)*

CLASSROOM EVALUATION *(50 points)*

(Music Theory)

REHEARSAL EVALUATION *(50 points)*

(Ensemble Performance)



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Percussion

Screening Sheet

Additional Student Information: _____

Checklist: Essay/Statement of Intent Letter of Recommendation Portfolio

Area	Evaluation	Comments
TONALITY (10 points) <i>Placement Area, Choice of Sticks, Head Tension, Posture</i>		
TECHNIQUE (10 points) <i>Stick Control, Facility, Hand Position</i>		
ACCURACY (10 points) <i>Note Accuracy, Rhythmic Accuracy, Steadiness of Rhythm</i>		
INTERPRETATION (10 points) <i>Dynamics, Tempo, Phrasing, Expression</i>		
LEVEL OF DIFFICULTY (multiplier of 2)		
RUDIMENTS OR SCALES (5 points)		
SIGHT READING (5 points)		
CLASSROOM EVALUATION (50 points) <i>(Music Theory)</i>		
REHEARSAL EVALUATION (50 points) <i>(Ensemble Performance)</i>		
TOTAL POINTS & FINAL COMPUTATIONS		

Notes: _____

TOTAL SCORE

COMPLETED BY: _____ DATE: _____
_____ DATE: _____



TONE (10 points)

Playing Area, Choice of Sticks, Head Tension, Posture

TECHNIQUE (10 points)

Stick Control, Facility, Hand Position

ACCURACY (10 points)

Note Accuracy, Rhythmic Accuracy, Steadiness of Rhythm

INTERPRETATION (10 points)

Dynamics, Tempo, Phrasing, Expression

LEVEL OF DIFFICULTY (multiplier of 2)

RUDIMENTS OR SCALES (5 points)

SIGHT READING (5 points)

CLASSROOM EVALUATION (50 points)
(Music Theory)

REHEARSAL EVALUATION (50 points)
(Ensemble Performance)





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Strings

Screening Sheet

Additional Student Information: _____

Checklist: Essay/Statement of Intent Letter of Recommendation Portfolio

Area	Evaluation	Comments
TRUMPET (10 points) <i>Quality, Bow Control, Focus, Facility Across 4 Strings, Posture, Set-up, Projection</i>		
TECHNIQUE (10 points) <i>Articulation, Facility - right/left, Flexibility - right/left</i>		
ACCURACY (10 points) <i>Note Accuracy, Rhythmic Accuracy, Steadiness of Rhythm, Intonation</i>		
INTERPRETATION (10 points) <i>Dynamics, Tempo, Phrasing, Expression</i>		
LEVEL OF DIFFICULTY (multiplier of 2)		
SCALES (5 points)		
SIGHT READING (5 points)		
CLASSROOM EVALUATION (50 points) <i>Music Theory</i>		
REHEARSAL EVALUATION (50 points) <i>(Ensemble Performance)</i>		
TOTAL POINTS & FINAL COMPUTATIONS		

Notes: _____

TOTAL SCORE

COMPLETED BY: _____ DATE: _____

_____ DATE: _____

TONE (10 points)

Quality, Bow Control, Focus, Facility Across 4 Strings, Posture, Set-up, Projection

TECHNIQUE (10 points)

*Articulation, Facility - right/left,
Flexibility - right/left*

ACCURACY (10 points)

Note Accuracy, Rhythmic Accuracy, Steadiness of Rhythm, Intonation

INTERPRETATION (10 points)

Dynamics, Tempo, Phrasing, Expression

LEVEL OF DIFFICULTY (multiplier of 2)

SCALES (5 points)

SIGHT READING (5 points)

CLASSROOM EVALUATION (50 points)

(Music Theory)

REHEARSAL EVALUATION (50 points)

(Ensemble Performance)



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Piano

Screening Sheet

Additional Student Information: _____

Other Instrument: _____

Choir/Voice Part: _____

Checklist: Essay/Statement of Intent Letter of Recommendation Portfolio

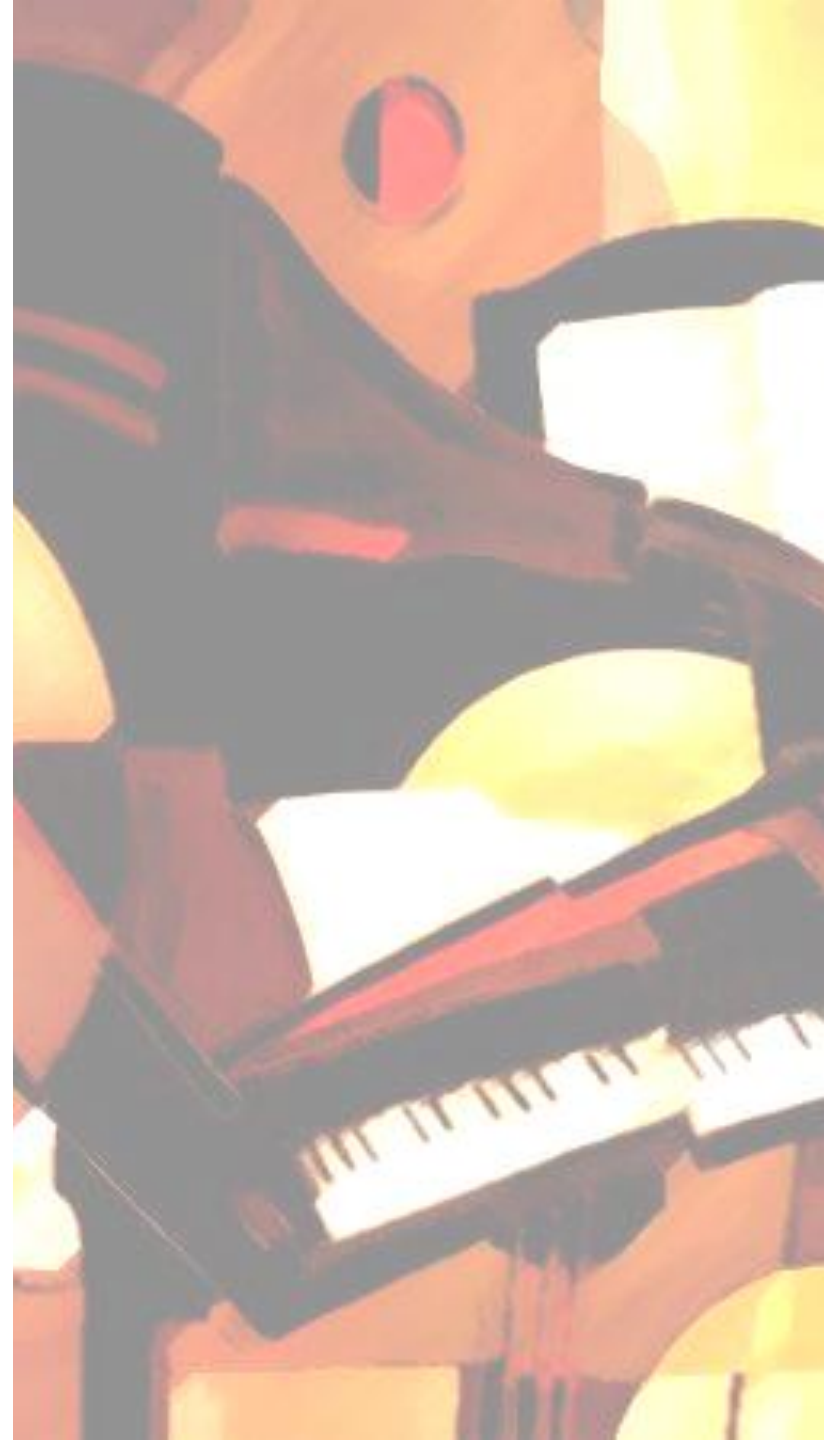
Area	Evaluation	Comments
<ul style="list-style-type: none"> RHYTHM (10 points) PITCH ACCURACY (10 points) TECHNIQUE (10 points) MUSICIANSHIP (10 points) 	<ul style="list-style-type: none"> • • • • 	
<ul style="list-style-type: none"> LEVEL OF DIFFICULTY (multiplier of 2) 		
<ul style="list-style-type: none"> SCALES (10 points) 		
<ul style="list-style-type: none"> SIGHT READING (5 points) 		
<ul style="list-style-type: none"> CLASSROOM EVALUATION (50 points) (Music Theory) 		
<ul style="list-style-type: none"> REHEARSAL EVALUATION (50 points) (Ensemble Performance) 		
<ul style="list-style-type: none"> TOTAL POINTS & FINAL COMPUTATIONS 		

Notes: _____

TOTAL SCORE

COMPLETED BY: _____ DATE: _____

_____ DATE: _____



RHYTHM *(10 points)*

PITCH ACCURACY *(10 points)*

TECHNIQUE *(10 points)*

MUSICIANSHIP *(10 points)*

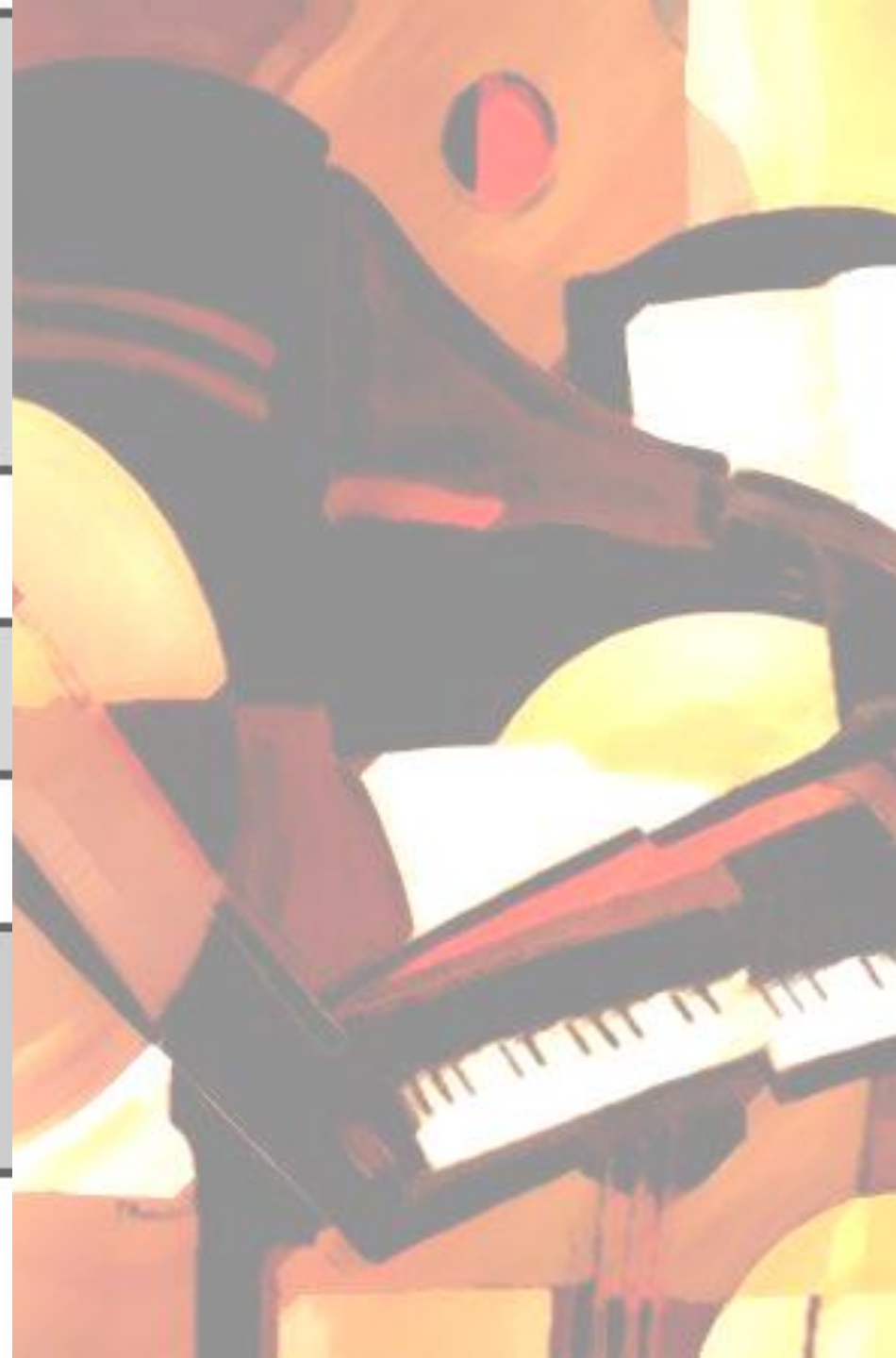
LEVEL OF DIFFICULTY (multiplier of 2)

SCALES *(10 points)*

SIGHT READING *(5 points)*

CLASSROOM EVALUATION *(50 points)*
(Music Theory)

REHEARSAL EVALUATION *(50 points)*
(Ensemble Performance)





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Vocal Music

Screening Sheet

Additional Student Information: _____

Checklist: Essay/Statement of Intent Letter of Recommendation Portfolio

Area	Evaluation	Comments
TONE (10 points) <i>Quality, Control, Focus, Breath Support Posture</i>		
TECHNIQUE (10 points) <i>Articulation, Flexibility</i>		
ACCURACY (10 points) <i>Rhythm, Intonation</i>		
INTERPRETATION (10 points) <i>Dynamics, Tempo, Phrasing, Expression</i>		
STAGE PRESENCE (5 points)		
SIGHT READING (5 points)		
CLASSROOM EVALUATION (50 points) <i>(Music Theory)</i>		
REHEARSAL EVALUATION (50 points) <i>(Ensemble Performance)</i>		
TOTAL POINTS & FINAL COMPUTATIONS		

Notes: _____

TOTAL SCORE

COMPLETED BY: _____ DATE: _____
_____ DATE: _____



TONE *(10 points)*

Quality, Control, Focus, Breath Support Posture

TECHNIQUE *(10 points)*

Articulation, Flexibility

ACCURACY *(10 points)*

Rhythm, Intonation

INTERPRETATION *(10 points)*

Dynamics, Tempo, Phrasing, Expression

STAGE PRESENCE *(5 points)*

SIGHT READING *(5 points)*

CLASSROOM EVALUATION *(50 points)*

(Music Theory)

REHEARSAL EVALUATION *(50 points)*

(Ensemble Performance)



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Theatre Technology

Screening Sheet

Additional Student Information: _____

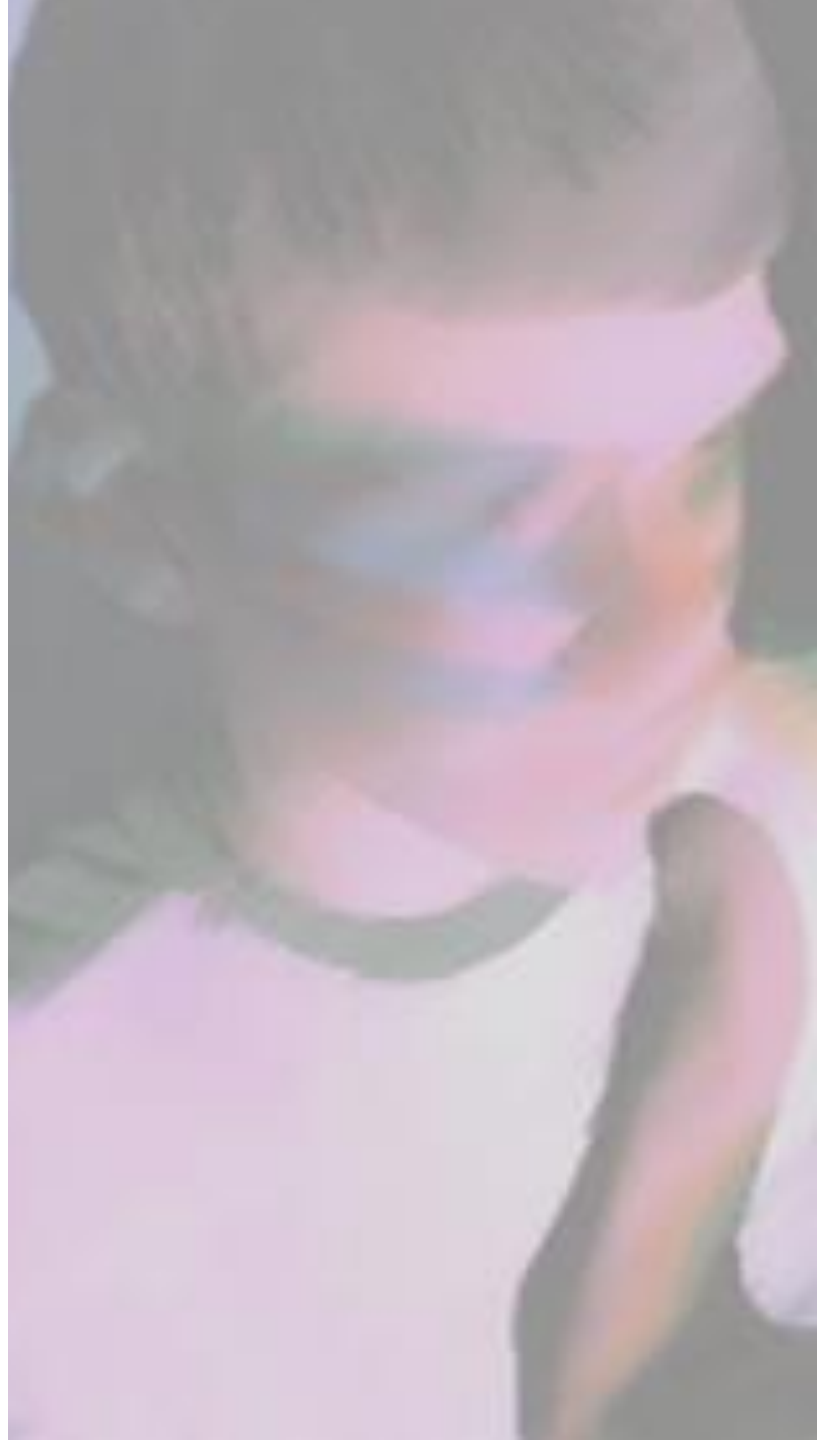
Areas of interest: Scene Design/CAD Lighting Sound Stage Management Costuming
Checklist: Essay/Statement of Intent Letter of Recommendation Portfolio

Area	Evaluation (0-5 points)	Comments
INTERVIEW (10%) <i>Preparation, Spontaneity</i>		
PORTFOLIO (20%) <i>Creativity Drawing Ability 3D Art</i>		
POTENTIAL (40%) <i>Commitment Willingness/Ability to follow directions Teamwork</i>		
SKILL AND CRAFTSMANSHIP (30%) <i>Attention to Detail Precision Project Built According to Plan</i>		

Notes: _____

TOTAL SCORE

COMPLETED BY: _____ DATE: _____
_____ DATE: _____
_____ DATE: _____



INTERVIEW (10%)

Preparation, Spontaneity

PORTFOLIO (20%)

Creativity

Drawing Ability

3D Art

POTENTIAL (40%)

Commitment

Willingness/Ability to follow directions

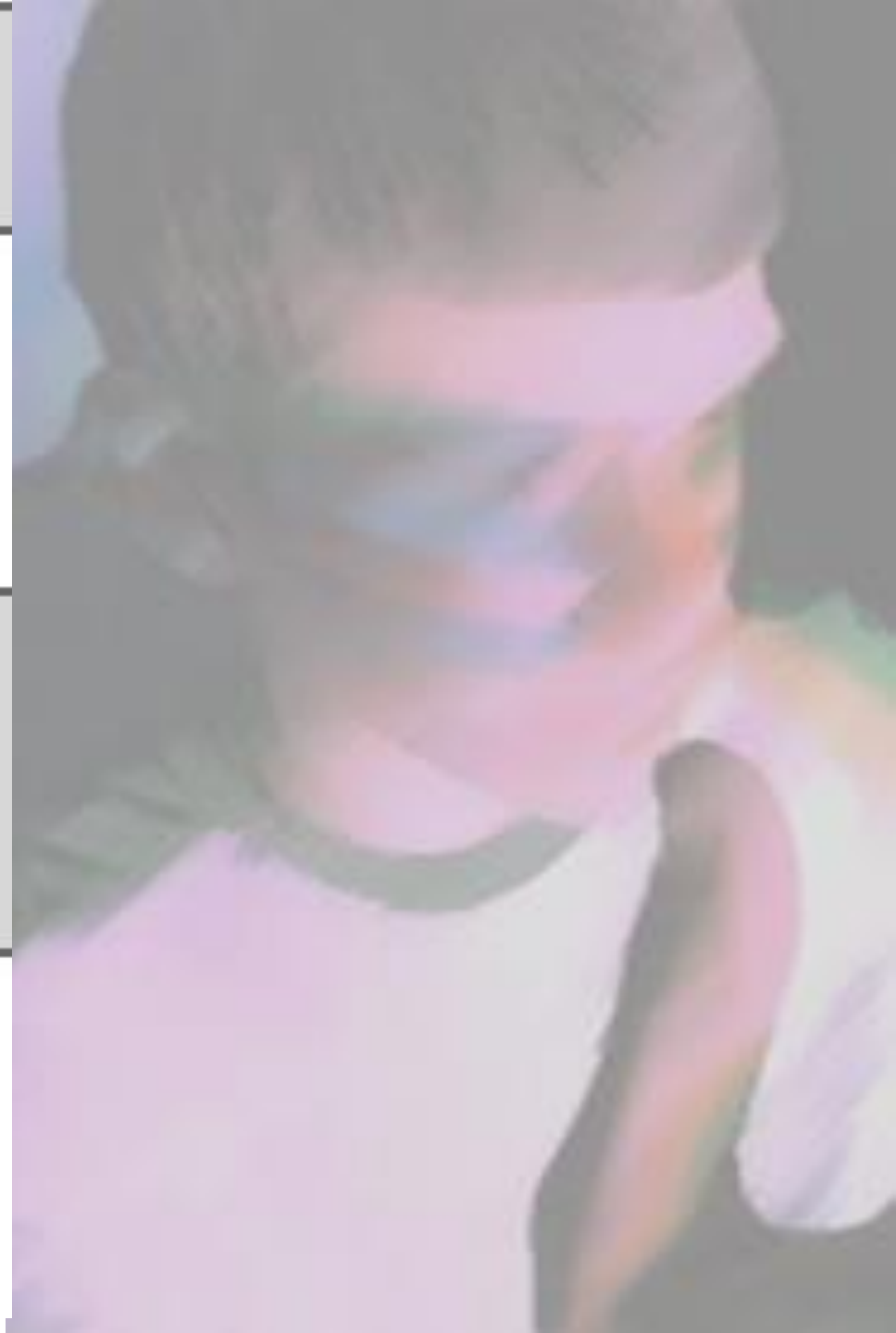
Teamwork

SKILL AND CRAFTSMANSHIP (30%)

Attention to Detail

Precision

Project Built According to Plan





OUR MISSION IS STUDENT SUCCESS...ACADEMIC, ARTISTIC, AND HUMANISTIC

45 Prince Street at University Rochester, New York 14607 242-7682

Visual Arts Screening Sheet

Additional Student Information: _____

Checklist: Essay/Statement of Intent Letter of Recommendation Drawing Sample Portfolio

Area	Evaluation	Comments
PORTFOLIO / INTERVIEW (36 points) <i>Based on the audition instructions, a collection of previous artwork or artwork prepared for audition for review</i> <ul style="list-style-type: none"> • Personal Expressiveness (12) • Sense of Design; ordering of visual elements (12) • Skill & Craftsmanship (12) 		
PARTICIPATION (10 points) <ul style="list-style-type: none"> • Focused Attention (5) • Cooperation (5) 		
AUDITION WORKSHOPS (54 points) <i>Audition Packet</i> <ul style="list-style-type: none"> • Written Statement (6) • Creativity Test (6) • Written Response (6) 2D Drawing Activities (Shoe/Hand) <ul style="list-style-type: none"> • Personal Expressiveness (6) • Sense of Design (6) • Skill & Craftsmanship (6) 3D Modeling Sculpture Activity <ul style="list-style-type: none"> • Personal Expressiveness (6) • Sense of Design (6) • Skill & Craftsmanship (6) 		
FINAL SCORE		

Notes: _____

TOTAL SCORE

COMPLETED BY: _____ DATE: _____
_____ DATE: _____
_____ DATE: _____
_____ DATE: _____



PORTFOLIO / INTERVIEW (36 points)

Based on the audition instructions, a collection of previous artwork or artwork prepared for audition for review

- *Personal Expressiveness (12)*
- *Sense of Design; ordering of visual elements (12)*
- *Skill & Craftsmanship (12)*

PARTICIPATION (10 points)

- *Focused Attention (5)*
- *Cooperation (5)*

AUDITION WORKSHOPS (54 points)

Audition Packet

- *Written Statement (6)*
- *Creativity Test (6)*
- *Written Response (6)*

2D Drawing Activities (Shoe/Hand)

- *Personal Expressiveness (6)*
- *Sense of Design (6)*
- *Skill & Craftsmanship (6)*

3D Modeling Sculpture Activity

- *Personal Expressiveness (6)*
- *Sense of Design (6)*
- *Skill & Craftsmanship (6)*

**Confidential
Applicant
Snapshot**



Confidential Applicant Snapshot

Name of Student _____ Current Grade _____

Name of person completing this form _____

Relationship to student _____ I have known this student _____ years/months (circle one)

What course(s) do you teach this student _____ Materials used _____

Your school's name _____ School telephone _____

To the Teachers and Adults completing this form: We at *School of the Arts* appreciate your cooperation in completing this form. Since you know your students best, we are asking you to provide us with feedback on qualities we feel are essential for student success at *School of the Arts*. Please be candid about your student's artistic ability and motivation. We understand the difficulty in evaluating a student and are fully aware that children are constantly growing, changing and developing. This form is one piece of the student's profile that will be used in the assessment of him/her. After you have completed this form, please seal it and return it to SOTA AUDITIONS via USPS or RCSD Courier Mail. Thank you for your help!

	Below Average	Average	Above Average	Excellent Top 10%	Outstanding Top 5%	Not Applicable
Leadership qualities						
Attendance						
Interest / Motivation						
Drive to succeed in demanding arts program						
Self confidence						
Integrity						
Creativity						
Initiative						
Respects supplies and equipment						

ARTISTIC TRAITS

	Below Average	Average	Above Average	Excellent Top 10%	Outstanding Top 5%	Not Applicable
Problem solving						
Artistic potential						
Effort						
Study habits						
Artistic curiosity						
Attention to detail						
Ability to follow direction						
Ability to work individually						
Ability to work in a group or ensemble						
Commitment to practicing and homework						





Confidential Applicant Snapshot

Name of Student _____ Current Grade _____

Name of person completing this form _____

Relationship to student _____ I have known this student _____ years/months (circle one)

What course(s) do you teach this student _____ Materials used _____

Your school's name _____ School telephone _____

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Effort						
Study habits						
Artistic curiosity						
Attention to detail						
Ability to follow direction						
Ability to work individually						
Ability to work in a group or ensemble						
Commitment to practicing and homework						



We appreciate any assistance you can give us by answering the questions below. Please feel free to use additional pages if necessary.

1. Based on your observation, please evaluate the applicant's talent, imaginative qualities and potential for artistic growth.

2. How serious is this student's study of their art form? How focused/interested is he/she? How does this student respond to constructive criticism?

3. We would appreciate any additional comments and observations concerning this student. Please feel free to use a separate sheet of paper.

Please circle one:

Highly Recommend

Recommend

Do Not Recommend

Teacher Signature, Street Address, Date

A faded background image showing a person in a pink shirt and dark pants dancing in a hallway. To the left are rows of lockers. In the background, there is a doorway with a white arrow pointing right on the wall. The overall image is semi-transparent, allowing text to be overlaid.

**Thank you for taking the time to read through the
AUDITION PROCESS**

**If you have any additional questions, please don't
hesitate to contact staff at SOTA**