

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



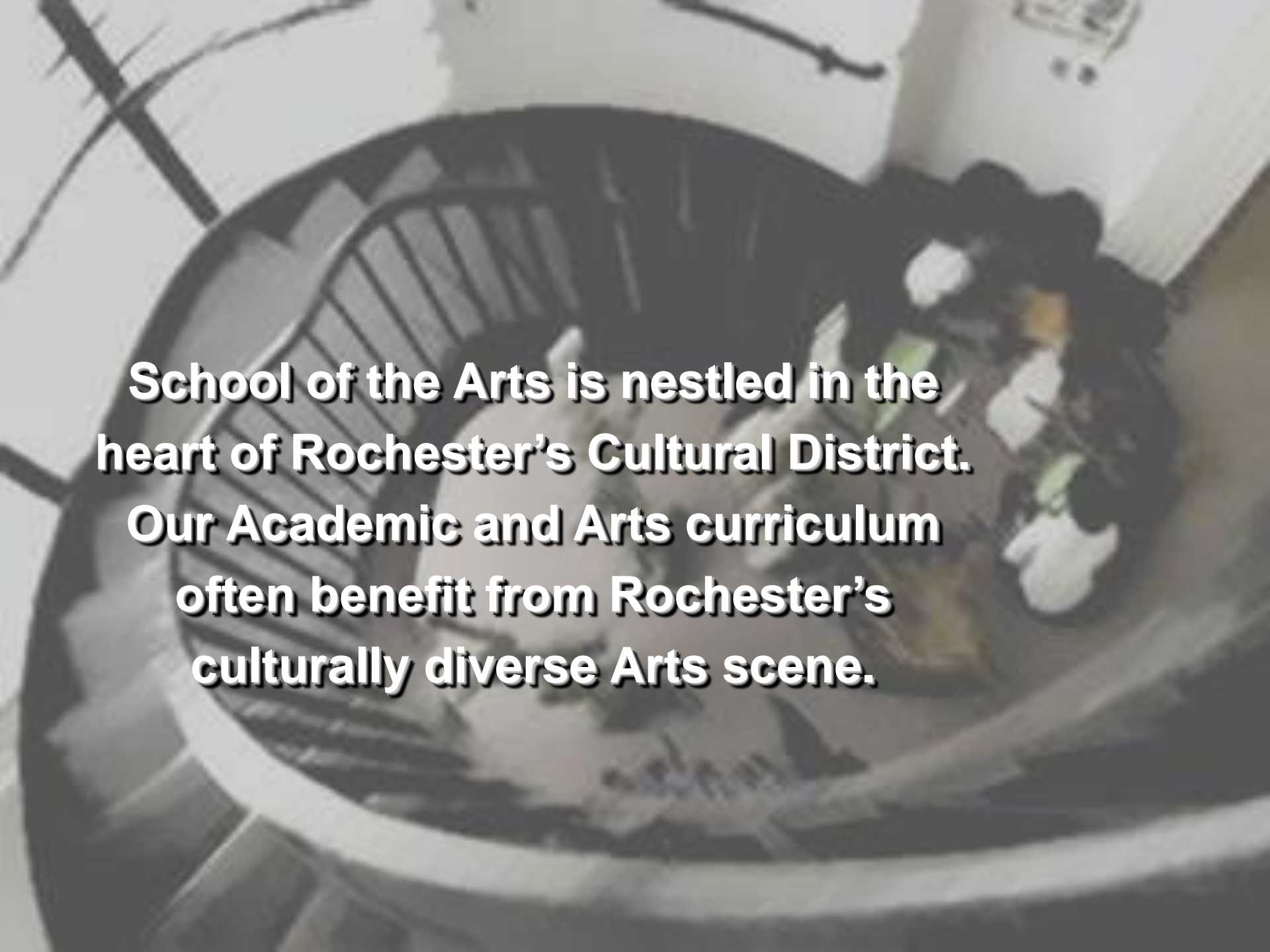
# Audition Process

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

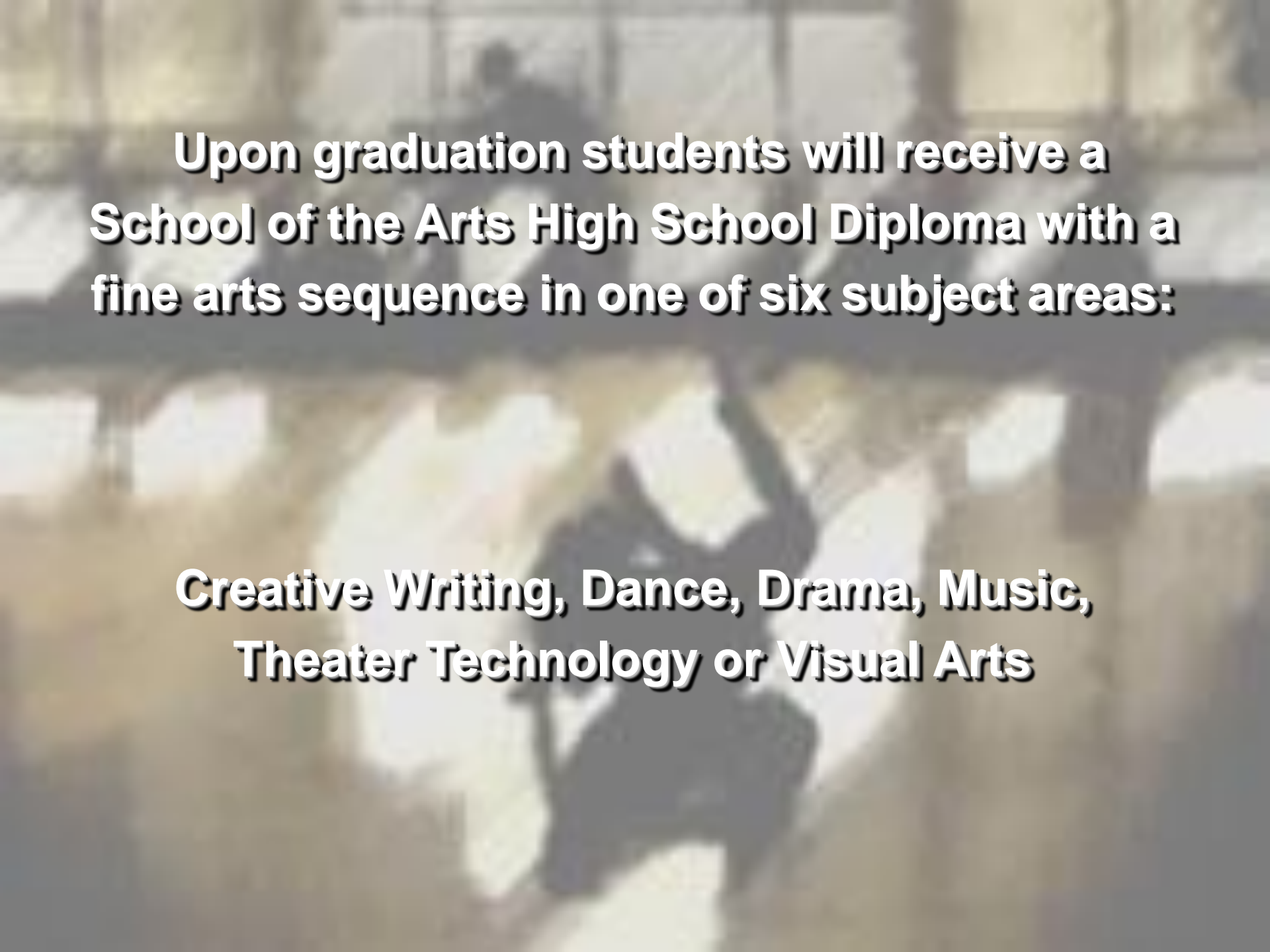
# Table of Contents

	<i>slides</i>
• Overview of SOTA	3 - 9
• Timeline	10 - 12
• Important Names and Numbers	13 - 15
• Audition Requirements	16 - 29
• Audition Rubrics	30 - 50
• Confidential Applicant Snapshot	51 - 55

# Overview of SOTA

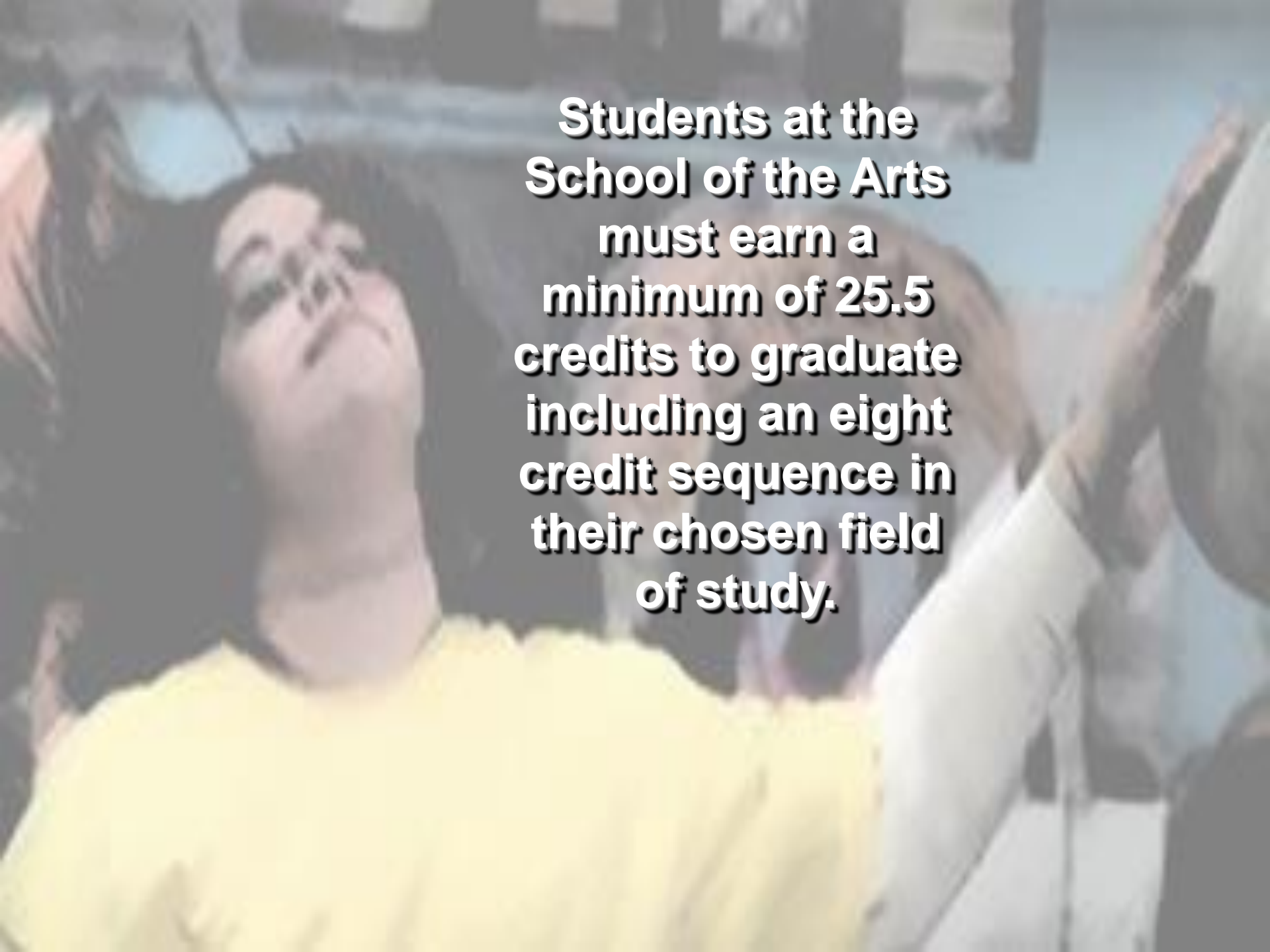


**School of the Arts is nestled in the heart of Rochester's Cultural District. Our Academic and Arts curriculum often benefit from Rochester's culturally diverse Arts scene.**

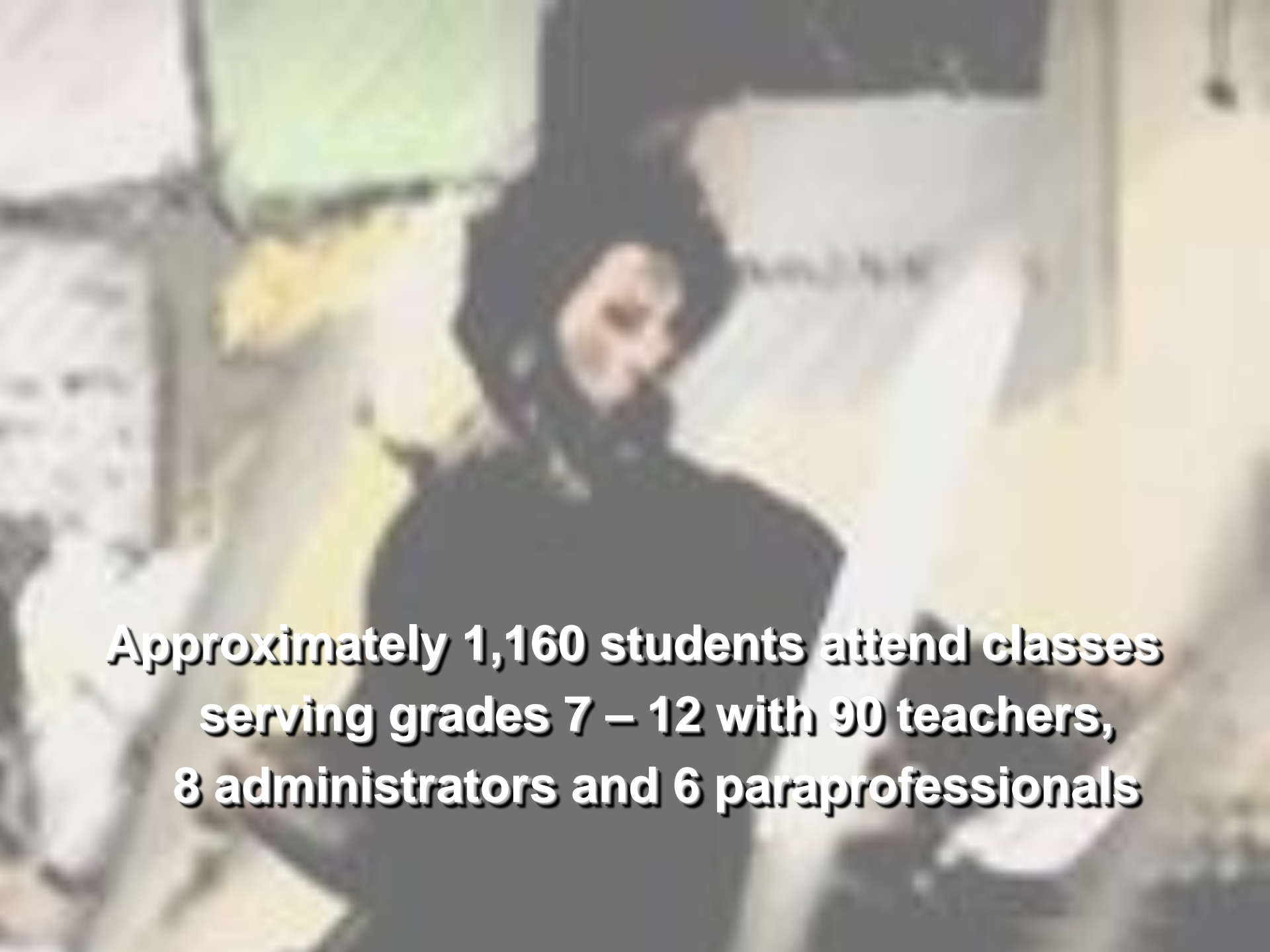


**Upon graduation students will receive a  
School of the Arts High School Diploma with a  
fine arts sequence in one of six subject areas:**


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



**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 blurred background image of a person wearing a dark hoodie, standing in what appears to be a school hallway. The person is facing forward, and the background shows other people and hallway structures, though they are out of focus.

**Approximately 1,160 students attend classes  
serving grades 7 – 12 with 90 teachers,  
8 administrators and 6 paraprofessionals**



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

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

A blurred background image of a man with glasses, wearing a dark shirt, holding a book. The image is out of focus, with the man's face and the book's cover being the most visible elements.

**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 26, 2015**

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](http://sotarochester.org)

- **November 18, 2015**

SOTA Open House  
45 Prince Street

- **December 11, 2015**

Completed applications due to SOTA

- **January 9, 2016**

High School EXPO  
MCC Damon City Center 10AM – 3PM

*Please Note: Attendee applications will be accepted for scheduling*

# Timeline Continued

- **Week of January 11, 2016**

Audition Notification Letters mailed to all SOTA applicants

- **January 26-28, 2016 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!*

- **April, 2016**

Acceptance letters mailed home

- **New Student Orientation**

**TO BE DETERMINED - AUGUST 2016**

# **Important Names and Phone Numbers**

**Barbara Goldammer**

**Executive Director of Student Equity and Placement  
262-8680**

**Brenda Pacheco**

**Principal, School of the Arts  
242-7682**

**Alan Tirré**

**Assistant Principal for the Arts, School of the Arts  
242-7682 ext. 3320**

**[alan.tirre@rcsdk12.org](mailto:alan.tirre@rcsdk12.org)**

# **Audition Requirements**

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

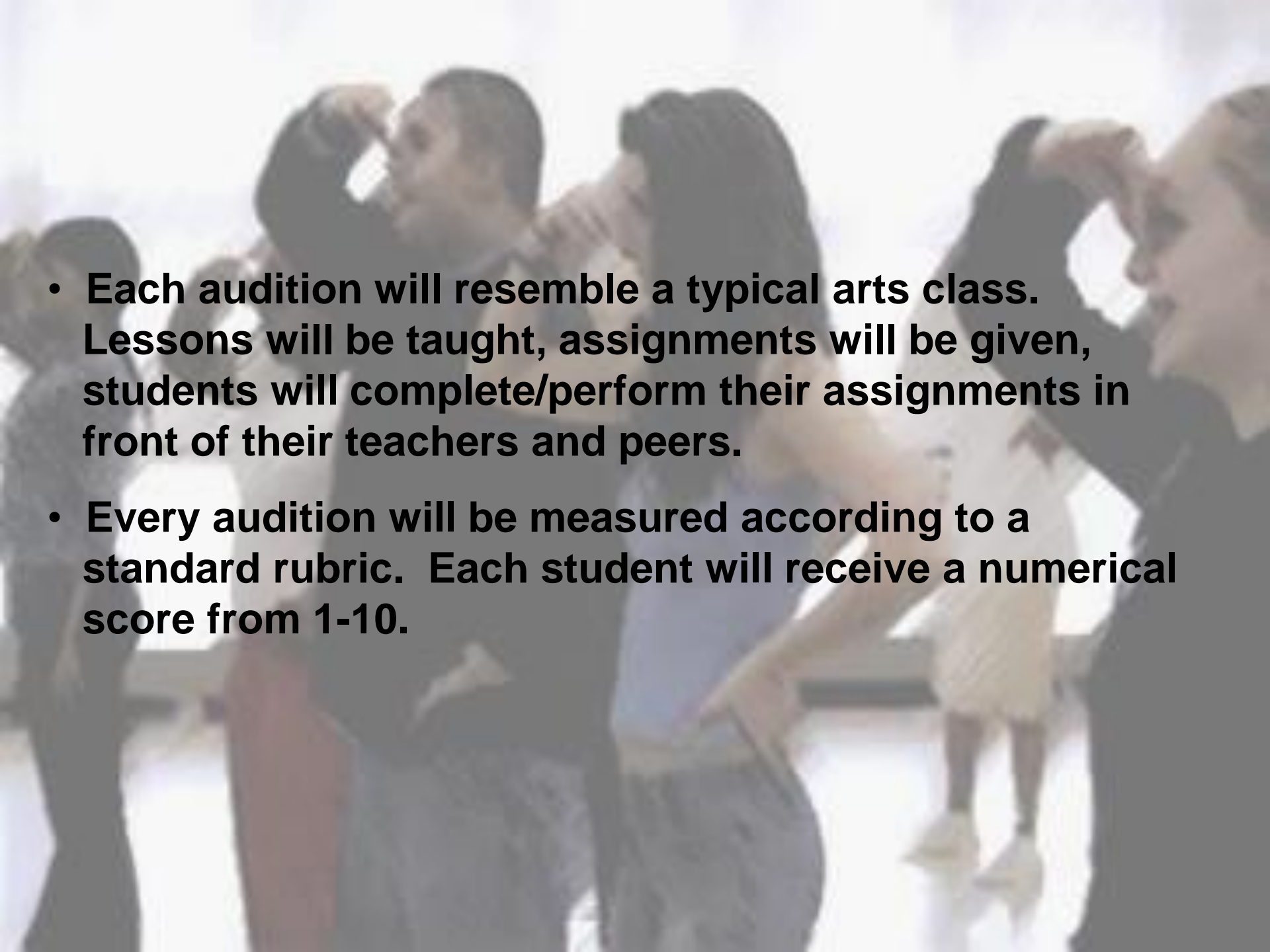
January 26 - 28 from 5:00 PM to 8:00 PM

- **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, 2016. 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 person is shown from the chest down, sitting at a table and painting a colorful abstract artwork on a canvas. The artwork features vibrant green, blue, and orange hues. The person is wearing a dark grey long-sleeved shirt. On the table, there are various art supplies including a palette with red, yellow, and blue paint, a brush, and a container of blue paint. The background is a light-colored wooden surface.

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

**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 + / - Coordination + / - Dance Aptitude
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 + / - Coordination + / - Dance Aptitude
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 Level of Energy + / - Pushes Themselves beyond Capability
Proprioceptive Sense (ability to apply corrections)		+ / - Visibly Applies Corrections + / - Applies Corrections Even When Difficult
Musicality: <i>Timing and Rhythm</i>		+ / - Heads and Moves to Beat + / - Uses Music Expressively + / - Can Change Rhythms
Overall Kinesthetic Sense		+ / - Demonstrates Good Kinesthetic (muscle) Memory + / - Movement Remains Consistent with Repetition

**TOTAL SCORE**

COMPLETED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

\_\_\_\_\_ DATE: \_\_\_\_\_

\_\_\_\_\_ 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 Rhythm	



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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
		<b>TOTAL SCORE</b>

COMPLETED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

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



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# Woodwinds & Brass

## Screening Sheet

Additional Student Information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Checklist: ☐ Essay/Statement of Intent ☐ Letter of Recommendation ☐ Portfolio

Area	Evaluation	Comments
TONES (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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

COMPLETED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

\_\_\_\_\_ DATE: \_\_\_\_\_

**TOTAL SCORE**



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

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

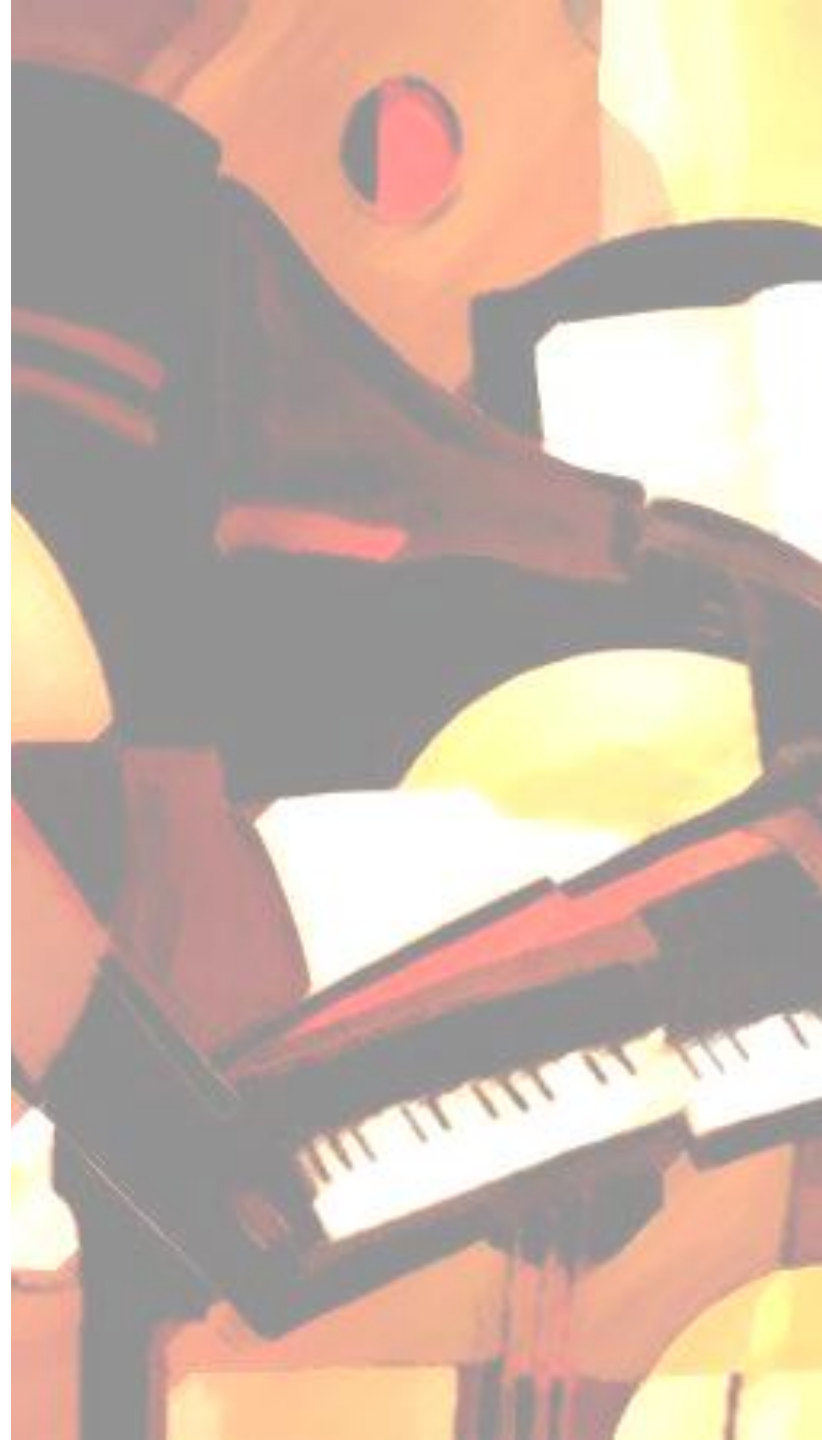
\_\_\_\_\_

\_\_\_\_\_

**TOTAL SCORE**

COMPLETED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

\_\_\_\_\_ DATE: \_\_\_\_\_



RHYTHM *(10 points)*

PITCH ACCURACY *(10 points)*

TECHNIQUE *(10 points)*

MUSICIANSHIP *(10 points)*

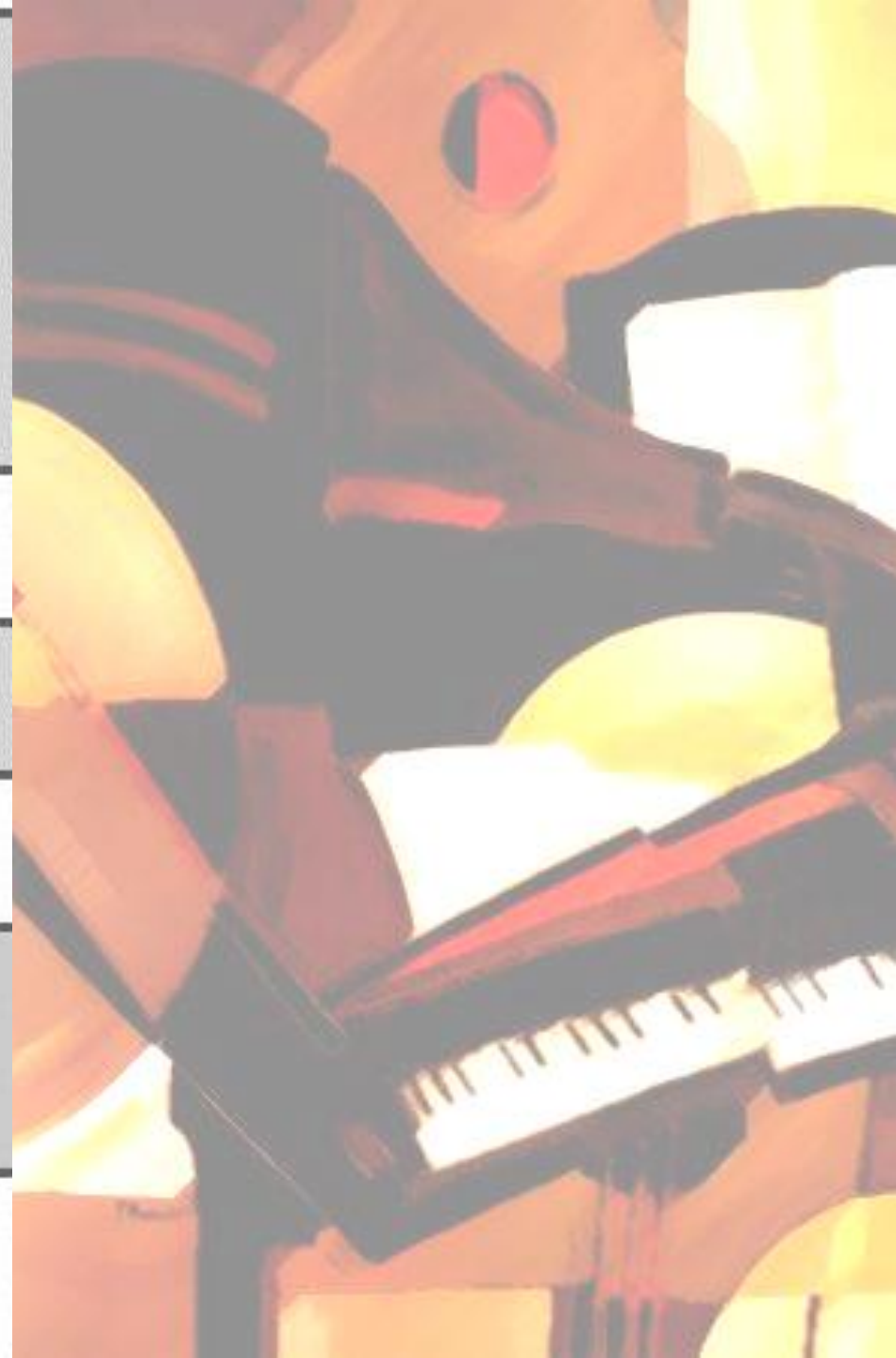
LEVEL OF DIFFICULTY (multiplier of 2)

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
TONALITY (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*

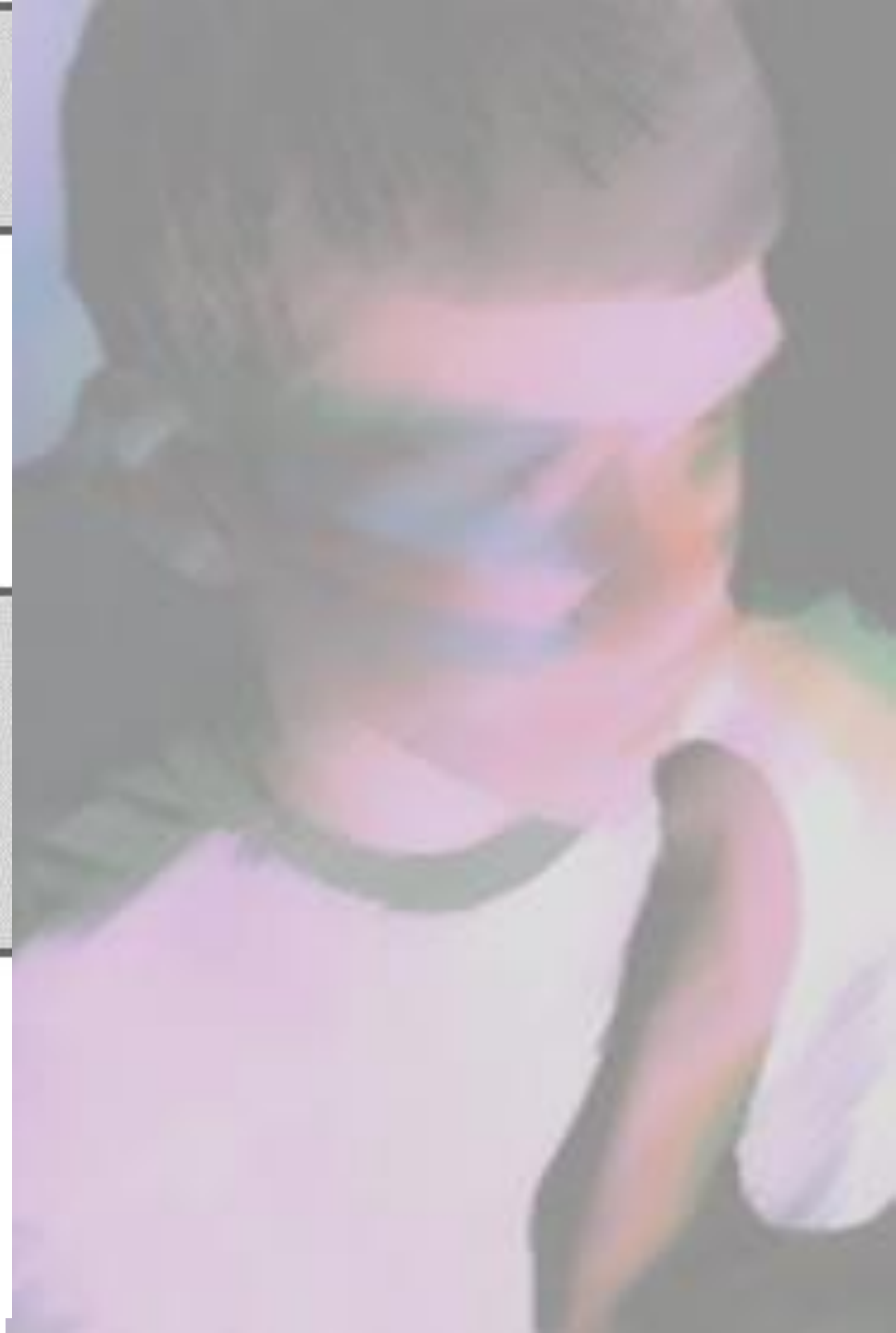
*Teamwork*

## SKILL AND CRAFTSMANSHIP (30%)

*Attention to Detail*

*Precision*

*Project Built According to Plan*





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# 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"><li>• Personal Expressiveness (12)</li><li>• Sense of Design; ordering of visual elements (12)</li><li>• Skill &amp; Craftsmanship (12)</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	
PARTICIPATION (10 points) <ul style="list-style-type: none"><li>• Focused Attention (5)</li><li>• Cooperation (5)</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	
AUDITION WORKSHOPS (54 points) <i>Audition Packet</i> <ul style="list-style-type: none"><li>• Written Statement (6)</li><li>• Creativity Test (6)</li><li>• Written Response (6)</li></ul> <i>2D Drawing Activities (Shoe/Hand)</i> <ul style="list-style-type: none"><li>• Personal Expressiveness (6)</li><li>• Sense of Design (6)</li><li>• Skill &amp; Craftsmanship (6)</li></ul> <i>2D Modeling Sculpture Activity</i> <ul style="list-style-type: none"><li>• Personal Expressiveness (6)</li><li>• Sense of Design (6)</li><li>• Skill &amp; Craftsmanship (6)</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	
FINAL SCORE		

Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TOTAL SCORE**

\_\_\_\_\_


COMPLETED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

\_\_\_\_\_ 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 \_\_\_\_\_

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!

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Leadership qualities						
Attendance						
Interest / Motivation						
Drive to succeed in demanding arts program						
Self confidence						
Integrity						
Creativity						
Initiative						
Respects supplies and equipment						

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



**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*



**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**