



Durham School of the Arts

Rigorous Academics, Excellence in the Visual & Performing Arts

400 N Duke St, Durham, NC 27701

Telephone: 919-560-3926; Fax: 919-560-2217; www.dsa.dpsnc.net

2021-22 SY Arts Placement Assessment/Presentation Guidelines for 9th – 12th Grade Students

The following are the guidelines for the Arts Placement Presentations that all rising or current high school students must complete as a step in registering for classes. In general, we are looking at the level of accomplishment a student has achieved, and he/she has an interest in pursuing their chosen art form. It is not necessary to be an expert artist in your chosen field, but previous successful experience is important. *The most important things you can bring to these presentations are enthusiasm, a positive attitude, a good work ethic, examples of art that show you at your artistic best, and a real interest in your chosen art field!*

- 1) Each student will choose *two* fields in which to present.
- 2) Students will prepare the required materials.
- 3) After submission, the student will receive feedback about the work and level of placement in the high school arts courses.
- 4) Once the presentation is completed satisfactorily, the student will then receive a plan of the courses that she/he will take to complete the chosen Area of Concentration.

This year, all students will submit their assessment materials through the Accepted website. Directions are located in your DSA lottery acceptance email.

PERFORMING ARTS: Students, who are interested in the performing arts course placements, please read the following information carefully.

BAND: The assessment will consist of three parts: scales, solo selection, and sight reading. **Band provided assessment materials can be located on line at the following URL:** <http://dsabands.weebly.com/assessment-material.html>

- Wind Instruments: Prepare the DSA band provided solo.
- Percussion: Prepare the DSA band provided solo for Snare Drum.

New Percussion Students will be asked to take a written assessment followed by performing basic rudiments, rolls and mallet skills.

CHORUS: Vocalization

Placement Solo Audition Song Guidelines

- Students must choose ONE of the following songs
 - Jubilate Deo
 - Sanctus
- Students may NOT sing a song other than one of the audition songs.
- These songs were written specifically for the DSA Chorus Audition and cannot be found online. Any songs with the same name are NOT the correct song and will not count for the assessment.
- Students must download the following from the [AUDITION RESOURCE DOCUMENT](#)
 - Sheet Music PDF
 - Guide Track
 - accompaniment track
 - Treble or High Voice students should learn the “Soprano” line.
 - Bass or Low Voice students should learn the “Baritone” line.
 - Use the Guide Track to help you learn the audition song. Each guide track has the piano accompaniment and a singer demonstrating your part.
- Students must submit a Video Recording of themselves singing the audition song that they have learned. (Instructions for submitting videos are below.)
 - After you have learned the solo you are ready to record your audition.
 - Set up your recording device so you can be seen from the waist up.
 - Hit Record on your recording device
 - Hit play on the Accompaniment Guide Track
 - Sing through your solo
 - Hit Stop on your recording device

Theory Placement worksheet Guidelines

- Students must download the [THEORY WORKSHEET FILE](#).
- Opening the Worksheet will force the student to create a new copy of the worksheet
- Student will open the worksheet in google sheets
- Do your best to fill out the Worksheet - Type your answers in the text bubble on each line
- REMEMBER - This is NOT a test. It is ok if the student doesn't know the answers. We are looking to assess how much music theory the student knows so we can place the student in the correct level of chorus.
- When you are finished follow these instructions to submit your worksheet

SUBMISSION INSTRUCTIONS

Upload your Solo video recording to your computer

1. Download your Theory Worksheet to your computer as a PDF
2. Open your completed google sheet
3. Click -File ----> Download----->PDF
4. Once your File has been downloaded, rename your file
5. Right Click the file----->Select RENAME
6. FIRST NAME LAST NAME DSA MUSIC THEORY ASSESSMENT
7. Log into your Acceptd account
8. Follow the directions to upload your two files (Solo Recording and Theory Worksheet) to Acceptd.

ORCHESTRA: There are 3 components (directions for submission are located in the Acceptd website)

1) Scales:

Perform 2 from the list below scales and arpeggios from memory. The tonic may be repeated in each octave. Perform scales as sixteenth notes at a minimum tempo of quarter note = 50. Perform arpeggios the same number of octaves as the corresponding scales, eighth note triplets at a minimum tempo of quarter note = 50.

- **Violin:** C, G, D, A, B-flat major 1 to 3 octaves; F major 1 to 2 octaves any melodic minor of the student's choice 1 to 2 octaves. Slur scales 4 notes per bow and arpeggios 3 notes per bow.

- **Viola:** C, G, D, F major 1 to 3 octaves; A, B-flat major 1 to 2 octaves; any melodic minor of the student's choice 1 to 2 octaves. Slur scales 4 notes per bow and arpeggios 2 notes per bow.
- **Cello:** C, G, D, F major 1 to 3 octaves; A, B-flat Major 1 to 2 octaves; any melodic minor of the student's choice 1 to 2 octaves. Slur scales 4 notes per bow and arpeggios 2 notes per bow.
- **Double Bass:** C, D, B-flat major 1 octave; F, G, A major 1 to 2 octaves; any melodic minor of the student's choice 1 to 2 octaves. Slur scales 2 notes per bow and arpeggios separate bows.

2) **Solo:**

A solo of your choice should be prepared by the student. The solo should reflect the students' technical and musical skills.

3) **Sightreading:**

The sight-reading selections will be 8 measures in length and grade II in difficulty level. Each student will be allowed a 20 second preview period during which he/she may finger, air-bow, etc. but may not play the instrument.

GUITAR: An assessment consisting of chords, scales, fretboard knowledge, prepared excerpts, and sight-reading.

- 1) **CHORDS:** Major: C, G, D, A, E. Minor: Am, Em, Dm. Dominant 7th: G7, D7, A7, E7, B7
Be able to strum an eighth note pattern of I-IV-V⁷ or i-iv-V⁷ at $\theta = 80$.
- 2) **SCALES:** Major: C, G, D, A, E, F, F#. All in 1st position. Any "box or caged" major scale. $\theta = 80$
- 3) **FRETBOARD KNOWLEDGE:** Be able to name any pitch on any string up through the 12th fret.
- 4) **PREPARED EXCERPTS:** Play the department issued solo guitar excerpts at the tempos indicated. Excerpts may be found at the following URL: <http://dsaguitar.weebly.com/assessments.html>
- 5) **SIGHT-READING:** The sight-reading selections will be 8-16 measures in length and matched to each student's experience level. Each student will be allowed a 20 second preview period during which they may finger, tap, etc. but may not play the instrument.

PIANO: The following are the assessment requirements for piano: performing a prepared piece, sight-reading, scales (major, two octave hands separately) with arpeggios. Students must be able to read music. Please email Mr. Davis at Arthur.Davis@dpsnc.net to set up a time to virtually perform the above requirements.

DANCE: Students who wish to be assessed for a Dance Concentration must prepare an original, one-minute contemporary/lyrical dance solo. This year all submissions will be through the Acceptd Website.

This solo must be the student's own choreography, and it should demonstrate the student's technical ability, dynamic range, and full physical energy. While the most important qualities for these solo performances are high energy and technical ability, the solo must also include:

- Movement that travels through space
- Movement that leaves the ground (jumps, leaps)
- Moments of balance
- Movement that changes levels
- Movement that shows evidence of range of flexibility

Students must also show they understand how to perform:

- a single en dehors pirouette with right base leg in either turnout or in parallel
- a single en dehors pirouette with left base leg in either turnout or parallel
- a turn or turn sequence of the dancers' choosing that showcases their balance, control, knowledge of center and ability
- a battement en avant
- a battement à la seconde
- a battement en arrière.

At the placement session all prospective Dance Concentration students must be dressed in dance wear, sweatpants or leggings; with bare feet, hair pulled back, and no jewelry. Please contact Mr. Patten (Middle School Dance Studio, richard.patten@dpsnc.net, ext. 23235) or Ms. Kalfas (Upper Dance Studio, erin.kalfas@dpsnc.net, ext. 23247) with any questions prior to the placement session.

THEATRE: All submission requirements are listed in the Acceptd website.. Students must prepare, memorize, and perform a one-minute monologue which best demonstrates their characterization, vocal, and movement abilities. The monologue should come from a full, published play of the student's choosing. Stand-alone monologues and Internet monologues are not acceptable. Please bring a copy of the monologue with you. If you need help finding a monologue, please visit: <https://dsatheatre.wixsite.com/5765/incoming-students>. During the monologue assessment process, students will be assessed on vocal technique and projection, understanding and interpretation of text (read the entire play prior to your assessment, please), character development, and use of gestures and movement to enhance characterization.

WRITING:

- All submissions must be through the **Acceptd website** link (found in your DSA lottery acceptance email)
- You will create 2 separate writing sample files and upload the writing components as directed below
- The link for component instructions is [located here](#)

1. **Complete the writing portfolio in a Google Doc/Word Doc that includes the three components listed in the link above.**
2. Your assessment into Creative Writing I, II, III, IV or Journalism I, II is dependent on your scores of Component 2 and Component 3 using the rubric on page 2.
3. Component 1 is about you. However, Component 2 and 3 of your portfolio should directly correlate to your course of study choice for Creative Writing **or** Journalism.
4. Please check the rubric for specifics on point values that will assess you into the levels within the writing pathway. **Any score below a 7 out of 28 will be asked to revise and resubmit.**
5. Students portfolio Component 2 and Component 3 **must** be two separate genres of writing (student's choice) within the defined areas of fiction (Creative Writing) or nonfiction (Journalism).

For example: *A student may choose to do a short story for Component 2 and a poem for Component 3 if they wish to assess into Creative Writing. A student may choose a research paper for Component 2 and an expose piece for Component 3 if they wish to assess into Journalism.*

DIGITAL ARTS STUDIOS:

Although it is not required to have a computer or any previous experience with digital art tools, students interested in the digital art studios would ideally have:

- Access to a computer outside of class (*these are digital classes and do require work outside of school*)
- An expressed interest in digital art
- Explored, if not created, some form of digital artwork on their own or in a previous class

If interested in completing an assessment for digital art studios, please choose either Game Art & Design OR Digital Media to complete. Please read the requirements for each carefully.

GAME ART DESIGN: Submit an idea for an original video game. Include each of the following items:

- A sketched (digital or hand drawn) orthographic image of the main character
- A short written description using Google Docs describing your game idea including:
 - Game title
 - Game genre
 - A 1-2 paragraph description of the gameplay and the player objective
- A sketched (digital or hand drawn) map of one game level showing the location of all major in-game objects including enemies, obstacles and the spawn point(s)

For more information on the assessment requirements or to see an example of a successful assessment, please visit: <http://mrbourgeois.weebly.com/gad-assessments.html>. Email robert.bourgeois@dpsnc.net if you have any questions.

Submit each of the above documents through the **Acceptd website** link (found in your DSA lottery acceptance email).

DIGITAL MEDIA & FILM: Students interested in Digital Media and Film need to use the FREE online Adobe Spark application located at <https://spark.adobe.com>. For detailed instructions on how to use the application and what students need to complete for the requirements, please view the Step-by-Step Tutorial at: <https://youtu.be/AIOBxTdsELg>. The assessment requirements include:

- Create a Digital Graphic in Adobe Spark
- Create a Digital Video in Adobe Spark
- Create a Web Page in Adobe Spark
- Place your Digital Graphic and Digital Video on your Web Page

When you have finished creating your assessment materials, press the SHARE button at the top of the page, select *Publish and Share Link*, fill in the dialog, press the *Create Link* at the bottom and finally, submit this link through the **Acceptd website** link (found in your DSA lottery acceptance email). If you make any changes to your web page after it is shared and published, you need to share it again and click *Update Link* at the top or the changes will not be visible.

For additional information about Digital Media, please contact Lucas Gearhart at: lucas.gearhart@dpsnc.net

For additional information about Film, please contact Allen Cross at: allen.cross@dpsnc.net

HS VISUAL ARTS (including PHOTOGRAPHY):

There are three levels of placement. Please submit the following artworks:

A) Minimum requirement for ALL students (Art Fundamentals):

SELF-PORTRAIT in PENCIL

Look in the mirror and spend 30-60 minutes drawing yourself the best that you can.

B) If interested in placing in HS 2nd Level Foundations Course (Media & Design), students should also submit the following:

An additional 4-6 Recent Artworks (within the last two years) for review

Possible things to include would be:

- Work from art classes at DSA or other venues. (No copied or traced drawings or cartoons.)
- Observational drawings (look at something and draw what you see) – tools, your dresser, a room in your house, mirror self-portrait, you own hands and feet, your backyard, or a family member.
- Work from a variety of media – painting, drawing, ceramics, sculpture, photography, etc.

C) If interested in placing in a Beginning Level in 2D, 3D, or Photo, students should also submit the following:

An additional 4-6 Recent Artworks (within the last two years) in their area of interest.

This portfolio should demonstrate strong, independent explorations in the chosen media.:

A) 2D – drawing, painting, collage, etc.

B) 3D – sculpture in clay, wood, cardboard, wire, etc. Should include photos show at least two views.

C) Photography – digital, traditional black & white darkroom, etc.

If you have specific questions about any of our available concentrations, please email the teacher listed below:

BAND: Susan_Townsend@dpsnc.net

CHORUS: Jeremy_Nabors@dpsnc.net

ORCHESTRA: Joseph_Walker@dpsnc.net

GUITAR: Marc_Davis@dpsnc.net

PIANO: Arthur_Davis@dpsnc.net

DANCE: Richard_Patten@dpsnc.net OR Erin_Kalfas@dpsnc.net

THEATRE: Kristin_Winchester@dpsnc.net

WRITING: Hannah_Moehrke@dpsnc.net

GAME ART DESIGN: Robert_Bourgeois@dpsnc.net

DIGITAL MEDIA & FILM: (Digital Media): lucas_gearhart@dpsnc.net (Film): allen_cross@dpsnc.net

HS VISUAL ARTS (including PHOTOGRAPHY): Val_Martinez@dpsnc.net