



Durham School of the Arts

Rigorous Academics, Excellence in the Visual & Performing Arts

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2022-23 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) During this presentation, 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.

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:

Detailed information for the chorus placement can be found online at <https://www.dsachorus.com/assessments.html>. Students **MUST** go to the website to download all of the auditions materials and guidelines for submitting assessments online.

Assessment Requirements:

1. Solo Song
2. Sight Reading
3. Interview Questions
4. Video Submission

Placement Assessment Solo Song Guidelines

- Students must choose ONE of the songs from the website (listed above), GLORIA or KYRIE ELEISON.
 - These are newly composed songs and cannot be found online. Any songs with the same name are NOT the correct piece and will not count for the assessment.
 - More detailed information can be found on the website listed above.

Sight-Reading Guidelines

- Students must download the sight-reading file from the website (listed above)
- Students must submit a video recording of themselves performing the rhythmic and melodic sight-reading examples. (instructions on submitting videos are found on the website)

Written Music Theory Assessment/Interview

- - Student must submit a video recording of themselves answering the interview questions found on the website.

Video Submissions

- Instructions for creating and submitting the assessment recordings can be found at the website listed above.

If you have any questions about the assessment process please email Jeremy Nabors, jeremy_nabors@dpsnc.net.

ORCHESTRA: There are 3 components

- 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, scales (major, two octave hands separately) with arpeggios. Students must be able to read music. You may submit the file via the website vocaroo in this section or you may upload an MP3. Remember that your performance of this material is used to make decisions on which of the 6 DSA piano levels you are best suited for.

DANCE: Students who wish to be assessed for a Dance Concentration must prepare an *original, one-minute contemporary/lyrical dance solo* to one of three songs selected by DSA Dance Faculty. The selected songs will be posted on the dance website (<https://danceatdsa.wixsite.com/dance/announcements>); **CLICK ANNOUNCEMENTS.**

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) with any questions prior to the placement session. 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: Students wishing to assess in Theatre have 2 pathway options: TECHNICAL THEATRE and ACTING.

TECHNICAL THEATRE

- Prepare and record a 3-5 minute portfolio presentation.
- Please use a "screenshare" option or have a physical visual element to show your past technical theatre work.

- Speak about specific areas of interest or experience in technical theatre (costuming, lighting, sound, scenic design, properties, publicity, hair, and makeup).

TO SUBMIT: Upload your video to our Google Form: <https://forms.gle/ZwmK758esK27oggZ7>.

ACTING

- Prepare, memorize, and record a one-minute monologue performance.
 - Monologues should come from a full, published play. Stand-alone, film, and internet monologues are not acceptable. Monologue options available at: <https://dsatheatre.wixsite.com/5765/incomingstudents>.
 - Demonstrate characterization, vocal, and movement abilities through the monologue performance as well as vocal technique and projection, understanding and interpretation of the text, character development, and use of gestures and movement.
 - Please begin the recording with a slate introducing yourself and the play/playwright the monologue is from. End the recording with a "thank you" to the camera.
- Submit a theatrical resume.

WRITING: Students must come to the placement audition with a completed **writing portfolio**, with four pieces of writing, no more than ten pages long. Students will discuss their portfolio and writing interests with a member of the Writing faculty. Though it may seem obvious, you must be prepared to do more writing this year than you may be used to. These classes are for students who already love to write!

The writing portfolio must include:

I. One short introductory personal essay.

In the essay, you should:

- Describe yourself as a writer.
- Explain why you want to be in the writing pathway.
- Indicate your preferred type of writing, if any (journalistic/non-fiction, fiction, poetry, etc.)
- Be creative—feel free to let us hear your writing voice
- Be limited to 1 page/500 or fewer words.

II. Three original writing samples.

Your portfolio should include pieces that represent you as a writer. All pieces must be your original work and should be in typed, final draft format. **Feel free to use prior writings from an English or Creative Writing class that you feel represents your best work.**

Your samples *must* represent **both** categories.

Category 1: Creative Writing (short story, excerpt from a novel, memoir, creative nonfiction, poetry, lyrics, playwriting)

Category 2: Journalism (research paper or non-fiction article, persuasive essay, opinion piece, speech)

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 brief 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.

To submit your Game Design assessment materials:

1. Convert all hand drawn images to a digital format (JPG or PNG). You can do this using the camera on your cell phone but make sure everything is clearly visible. This might involve using your flash or taking the picture in a well-lit location.
2. Create a folder in Google Drive titled GAD Assessment - Lastname-Firstname (example: GAD Assessment – Bourgeois-Robert)

3. Place all documents in the folder (JPG or PNG for images, Google Doc for text)
4. Share the folder with: robert_bourgeois@dpsnc.net at least 24 hours prior to your scheduled assessment day and time.

DIGITAL MEDIA & FILM: Students should be able to demonstrate both interest and creativity in working with Digital Media by submitting the URL for an Adobe Spark web page containing the following items:

- Create an introductory paragraph introducing yourself
- Create an Adobe Spark Account
- Create a Digital Graphic in Adobe Spark
- Create a Digital Video in Adobe Spark
- Create a Web Page in Adobe Spark
- Put your Digital Graphic and Digital Video on your Web Page
- Include 3 additional pieces of work on your Web Page showcasing creativity such as sketches, drawings, paintings, sculpture, photography, digital art, code, videos, or anything related along these lines

A sample assessment can be seen at <https://spark.adobe.com/page/dZ1byxyi1mQ7U/>. 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, email this link to Lucas.Gearhart@dpsnc.net. 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):

SELP-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.