



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

2019-20 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, a chromatic scale from your lowest concert Bb (one, two or three octaves) 8 measure sight reading exercise
- Percussion: Prepare the DSA band provided solo, for mallets, Snare Drum, and timpani. Perform an 8 measure sight reading exercise
- New Percussion Students will be asked to take a written assessment followed by performing basic rudiments, rolls and mallet skills.

CHORUS: Vocalization

Students will be led through a vocalization similar to a daily choral warm-up. This will include:

1. Vocal scales and arpeggios.
2. Vowel assessment.
3. Range assessment.
4. Overall vocal tone assessment.
5. Posture tutorial and assessment.

Sight Reading:

Students will be asked to chant and sing note patterns that they have never seen before.

1. Rhythm Syllables: Student will be asked to chant a variety of note patterns, using numbers, rhythm syllables (TaKaDiMi), or by clapping.
2. Solfege Syllables: Student will be asked to sing an eight measure note pattern; using solfege syllables (DO, RE, MI, FA, SO, LA, TI, DO). If student is able to use Kodaly hand signs while doing so, this is preferred.

Solo Piece:

Students should choose one of the three pieces online at www.dsachorus.com and prepare it to sing at their audition. Music will be posted by January 15, 2019. **Students currently in a DSA chorus course will be assigned a solo in class for assessment purposes.**

Written Assessment:

The student will also be asked to take a brief music theory written assessment.

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 students 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.

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 by December 1st, 2018 on the dance website (<http://dsadance.wixsite.com/dance>)

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 Mrs. Wilhelm (Upper Dance Studio, leah.wilhelm@dpsnc.net, ext. 23247) with any questions prior to the placement session.

THEATRE: 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.

BRING A RESUME THAT HIGHLIGHTS YOUR THEATRE/PERFORMANCE EXPERIENCE. If you have technical theatre experience, please bring a portfolio of your work.

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 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)

To submit your work:

1. Convert all hand drawn images to a digital format. 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 and share it with: robert.bourgeois@dpsnc.net
4. 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.

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 includes:

- 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, email this link to Mark.Maya@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 Mark Maya at: mark.maya@dpsnc.net

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

VISUAL ARTS / PHOTOGRAPHY: *ALL students should bring in the following:*

- A) SELF-PORTRAIT in PENCIL – completed on paper at least 8-1/2” x 11” paper; rendered/shaded with full range of values (from black to white); demonstrating a minimum of 1 hour of work
- B) 4-6 additional works that have been made within the last two years). Possible things to include are:
- 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, your own hands and feet, your backyard, or a family member. (Suggestion: Start practicing drawing now to improve)
 - Work from a variety of media – painting, drawing, ceramics, other sculpture, photography, etc.

If a student has a strong interest and experience in one of the following areas, they should bring in 4-6 additional works in that area. This portfolio should demonstrate strong, independent explorations in the chosen media.:

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

D) 3D – sculpture in clay, wood, cardboard, wire, etc. You may bring in actual works or photos that include at least two views.

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