

Durham School of the Arts
2019-20 Middle School Arts Placement Requirements

Rising 7th and 8th grade students new to DSA must review the following requirements and identify two or more Performing and/or Visual Arts areas in which to complete a placement assessment.

BAND:

Students need to prepare the audition material found on the DSA website:

<http://dsabands.weebly.com/assessment-material.html>

Students are expected to perform as much of the material as possible. This includes both scales and solo. Students should also be prepared to sight read a short example.

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 solfeggio 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 will learn and perform a solo during their placement assessment taught by a DSA Chorus teacher when they arrive for their audition.

Students will first learn and then perform the song, with accompaniment and by memory. **Students currently in a DSA chorus course will be assigned a solo in class for assessment purposes.**

Interview/Written Assessment:

The DSA choral director conducting the audition will ask the student a few questions about their history in choruses either at school or outside of school (church, community choruses, etc.). Further, the DSA choral director will ask the student why he or she is interested in DSA Chorus, and what they feel they can contribute to the DSA Chorus community as a whole. The student will also be asked to take a brief music theory written assessment.

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 ♩ = 80.
- 2) **SCALES:** Major: C, G, D, A, E, F, F#. All in 1st position. Any "box or caged" major scale. ♩ = 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.

ORCHESTRA:

There are 3 components

1) Scales:

Perform 2 scales and arpeggios from memory from the list below. 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 major 1 to 3 octaves. Slur scales 4 notes per bow and arpeggios 3 notes per bow.
- **Viola:** C, G, D, F major 1 to 3 octaves. Slur scales 4 notes per bow and arpeggios 2 notes per bow.
- **Cello:** C, G, D, F major 1 to 3 octaves. Slur scales 4 notes per bow and arpeggios 2 notes per bow.

- **Double Bass:** C, D, G, A 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 I 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.

DANCE:

Students must bring dance clothes, such as sweat pants, yoga pants, or leggings, with a t-shirt, tank top or leotard. Dance clothes are free enough to allow for full movement, but fitted enough for teachers to assess body alignment. Students should be prepared to dance barefoot, with hair pulled back and without jewelry. The dance teacher(s) will demonstrate a short dance phrase for the prospective student to learn and perform. The placement session, including dancing and discussion, will take approximately 15-20 minutes.

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. During the monologue assessment process, students will be judged 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.

VISUAL ARTS:

Students should bring 3-5 recent (within the last two years) pieces of work for review.

One of these pieces must be a self-portrait in pencil. The pencil drawing needs to be completed on paper that is 8 ½ x 11" or larger. The drawing needs to be rendered/shaded with a full range of tonal value. The drawing should demonstrate at least one hour of work time.

Other possible work items are:

- Work from art classes at school or other venues. (Please do not bring 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, your own hands and feet, your backyard, or a family member.
- Work from a variety of media – painting, drawing, ceramics, sculpture, photography, etc.

CREATIVE WRITING - 8TH GRADERS ONLY:

Students who wish to take Creative Writing should submit a portfolio of their own writing, which includes:

- 1) A brief explanation of why they want to take Creative Writing
- 2) A poem of 10-25 lines
- 3) A longer work (fiction or non-fiction) of up to three pages
- 4) The Language Arts teacher's signature of commendation

The portfolio should be submitted to Mrs. Barbaza, via e-mail marisa.barbaza@dpsnc.net or delivered to the DSA Main Office c/o Mrs. Barbaza.

- **CURRENTLY ENROLLED STUDENTS** – ALL PORTFOLIOS MUST BE RECEIVED ON OR BEFORE MARCH 1, 2019.
- **INCOMING STUDENTS** - ALL PORTFOLIOS MUST BE RECEIVED ON OR BEFORE 4 PM on "YOUR" Student Assignment deadline date to accept/decline your lottery seat at DSA.