



**FORT WORTH
ACADEMY
OF FINE ARTS**

9th-12th Grade Audition Requirements

9th-12th graders audition in 1 of the Fine Art areas listed.

Information at <http://www.fwafa.org/admission>

9th-12th Grade Art, Music, & Theatre Audition Attire: Students should wear their own casual clothing. Costumes and props are not allowed. Students may wear their dance attire to other Fine Arts auditions as needed due to scheduling. Students in Theatre auditions must keep their hair securely tied back and wear closed-toe shoes; no sandals, flip flops, or high heels.

9th-12th Dance Audition Attire: Students must wear the following dance attire:

Boys: Top = fitted t-shirt, Bottom = black dance pants or tights, Feet = ballet and jazz shoes. For the modern/contemporary dance portion, all applicants must be barefoot. Long hair must be secured back.

Girls: Top = Solid-colored leotard, Bottom = pink or black tights, Feet = ballet shoes and jazz shoes. Pointe shoes are necessary unless needed for the solo choreography. For the modern/contemporary dance portion, all applicants must be barefoot. Hair must be secured back.

VISUAL ARTS (9 th -12 th grade)	
Audition	Evaluation
<ul style="list-style-type: none"> • Technical Skill: Students will have 20 minutes to use graphite sticks to draw from a still-life containing a variety of simple three dimensional shapes and wooden drawing mannequins. • Creativity: Students will have 25 minutes to compose an original composition based on a universal art theme/idea to demonstrate their creative problem-solving and personal art making style, using a variety of color and black & white drawing media to choose from to create an original artwork that visually communicates a big idea in art. • Students will present a portfolio that demonstrates what they are passionate about in their own art, containing at least ten (10) drawings and/or paintings indicating the applicant's ability to draw and paint, including: <ul style="list-style-type: none"> 1 portrait (people) 1 landscape (places) 2 still life (things) 6 drawings/paintings of choice • Students may not include drawings/tracings of 	<ul style="list-style-type: none"> • Composition • Value/Shading/Blending • Rendering Form • Following Directions • Use of Studio Time • Creative Ideas • Problem Solving Skills • Connection to Prompt • Personal Expression

<p>copyrighted material (i.e. Disney or Anime characters)</p> <ul style="list-style-type: none"> • Students may include artworks created for school assignments or on their own within the last two years. • Student work should be presented nicely in a folder, portfolio bag, or inside a folded poster board and should not be drawn on notebook paper or ripped out of a sketchbook. 	
---	--

CHOIR (9th-12th grade)	
Audition	Evaluation
<ul style="list-style-type: none"> • Students will be expected to sing a memorized prepared song, which demonstrates the singer's best musical attributes. The selection should be from the Class II or III University Interscholastic League Prescribed Music List or a comparable selection. (http://www.dev.uil.texas.org/pml/) • Students must be prepared to sing a cappella. • Students should bring 2 copies of sheet music for the adjudicators and accompanist. • Students will also be asked to sing vocal exercises to determine vocal range, ability to match pitch, and tune intervals. • Short sight-reading examples may be included as part of the audition. 	<ul style="list-style-type: none"> • Pitch/Intonation • Tonal Production • Diction/Articulation • Musicality • General Presentation <p>Familiarity with solfege is recommended, but not required for the official evaluation.</p>

DANCE (9th-12th grade)	
Audition	Evaluation
<ul style="list-style-type: none"> • Applicants will learn and perform combinations in the following genres: <u>Ballet</u> – barre work, adagio, petite allegro, grande allegro, and travelling turns <u>Modern/Contemporary Dance</u> – center exercises to include movements going in to and coming out of the floor, leaps and jumps, and opportunities to improvise and show an understanding of a variety of uses of weight and effort 	<ul style="list-style-type: none"> • Sequence Consistency • Coordination • Body Alignment • Dance Technique • Performance Skills

<p><u>Jazz</u> – progressions across the floor including turns, jumps, and leaps</p> <ul style="list-style-type: none"> • 9th-12th applicants must also come to the audition with a self-choreographed 1 to 1 ½ minute solo in the style of ballet, jazz, modern, or contemporary dance. Music selections should be appropriate to the chosen style of dance. 	
---	--

THEATRE (9th-12th grade)	
Audition	Evaluation
<ul style="list-style-type: none"> • Students will participate in an ensemble audition setting which will include theatre-related activities and games. • Students will be asked to cold read a script. • Students will perform two (2) contrasting monologues that are thoroughly prepared and memorized. Each should be a minimum of one (1) minute and no more than 1½ minutes in length. • Students should choose monologues from published plays. Sources may be obtained from a local library, the internet, bookstores or play publishing companies. • When choosing material for these auditions, students should choose characters that are close to themselves in age. • Students should avoid poetry, original material, or monologues from movies found online. 	<ul style="list-style-type: none"> • Stage Presence • Expression • Vocalization • Preparation • Physicality • Imaginative Play • Ensemble Participation • Risk-Taking/Choices • Taking Direction • Listening

MUSICAL THEATRE (9th-12th grade)	
Audition	Evaluation
<ul style="list-style-type: none"> • Students will perform a monologue that is thoroughly prepared and memorized. It should be approximately one (1) minute in length. • Students should choose monologues from published plays. Sources may be obtained from a local library, the internet, bookstores or play publishing companies. 	<ul style="list-style-type: none"> • Stage Presence • Expression • Vocalization • Preparation • Physicality • Pitch/Intonation • Tonal Production/Diction • Musicality

<ul style="list-style-type: none"> • When choosing material for these auditions, student should choose characters that are close to themselves in age. • In addition to their monologue, students should prepare one 32 bar cut from a song of their choice. The song should be from a musical. • Students should bring 2 copies of sheet music for the adjudicators and accompanist. • Students will learn a short jazz or musical theatre dance combination. Dress comfortably. No specific shoes are required. 	<ul style="list-style-type: none"> • Interpretation • Dance Technique • Natural Movement Ability • Coordination/Rhythm • Showmanship • Professional Etiquette
---	---

TECHNICAL THEATRE (9th-12th grade)	
Audition	Evaluation
<ul style="list-style-type: none"> • Students will read and analyze a play from the following list: <ol style="list-style-type: none"> 1. Everyman, by Unknown 2. The Importance of Being Earnest, by Oscar Wilde 3. Antigone, by Sophocles 4. Much Ado About Nothing, by William Shakespeare 5. Death of a Salesman, by Arthur Miller • Students will then analyze one technical aspect of the play (Scenery, Lighting, or Sound) and create a tentative design for that aspect of the play. • Students will present as though they were pitching their design to a director. • Students should consider the mood, setting, and time period they would like to convey when creating their presentation. • Following the presentation, the student will be asked to answer a few questions about their process and their inspiration. 	<ul style="list-style-type: none"> • Following & Taking Directions • Creativity/Ideas • Craftsmanship • Innovation • Concept/Theme • Presentation • Organization • Content • Preparation • Overall Impression