



## 7<sup>th</sup>-8<sup>th</sup> Grade Audition Requirements

7<sup>rd</sup>-8<sup>th</sup> graders audition in 2 of the fine art areas listed below.

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

**7<sup>th</sup>-8<sup>th</sup> 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.

**7<sup>th</sup>-8<sup>th</sup> Dance Audition Attire:** Students should wear clothing in which they can move easily. Dance clothes are encouraged, but not required. Examples of appropriate clothing include

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

VISUAL ARTS (7 <sup>th</sup> -8 <sup>th</sup> grade)	
Audition	Evaluation
<ul style="list-style-type: none"> <li>• <b>Technical Skill:</b> 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.</li> <li>• <b>Creativity:</b> 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 &amp; white drawing media to choose from to create an original artwork that visually communicates a big idea in art.</li> <li>• Students will present a portfolio that demonstrates what they are passionate about in their own art, containing at least five (5) drawings and/or paintings indicating the applicant's ability to draw and paint, including: <ul style="list-style-type: none"> <li>1 portrait (people)</li> <li>1 landscape (places)</li> <li>1 still life (things)</li> <li>2 drawings/paintings of choice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Composition</li> <li>• Value/Shading/Blending</li> <li>• Rendering Form</li> <li>• Following Directions</li> <li>• Use of Studio Time</li> <li>• Creative Ideas</li> <li>• Problem Solving Skills</li> <li>• Connection to Prompt</li> <li>• Personal Expression</li> </ul>

<ul style="list-style-type: none"> <li>• Students may not include drawings/tracings of copyrighted material (i.e. Disney or Anime characters)</li> <li>• Students may include artworks created for school assignments or on their own within the last two years.</li> <li>• 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.</li> </ul>	
---	--

<b>CHOIR (7<sup>th</sup>-8<sup>th</sup> grade)</b>	
<b>Audition</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• 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. (<a href="http://wwwdev.uil texas.org/pml/">http://wwwdev.uil texas.org/pml/</a>)</li> <li>• Students must be prepared to sing a cappella.</li> <li>• Students should bring 2 copies of sheet music for the adjudicators and accompanist.</li> <li>• Students will also be asked to sing vocal exercises to determine vocal range, ability to match pitch, and tune intervals.</li> <li>• Short sight-reading examples may be included as part of the audition.</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch/Intonation</li> <li>• Tonal Production</li> <li>• Diction/Articulation</li> <li>• Musicality</li> <li>• General Presentation</li> </ul> <p>Familiarity with solfege is recommended, but not required for the official evaluation.</p>

<b>DANCE (7<sup>th</sup>-8<sup>th</sup> grade)</b>	
<b>Audition</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• 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 </li> </ul>	<ul style="list-style-type: none"> <li>• Sequence Consistency</li> <li>• Coordination</li> <li>• Body Alignment</li> <li>• Dance Technique</li> <li>• Performance Skills</li> </ul>

<p>uses of weight and effort</p> <p><u>Jazz</u> – progressions across the floor including turns, jumps, and leaps</p> <ul style="list-style-type: none"> <li>• Prepared choreography is not required.</li> </ul>	
--	--

<b>THEATRE (7<sup>th</sup>-8<sup>th</sup> grade)</b>	
<b>Audition</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Students will participate in an ensemble audition setting which will include theatre-related activities and games.</li> <li>• Students will be asked to cold read a script.</li> <li>• 7<sup>th</sup> &amp; 8<sup>th</sup> graders will perform a monologue that is thoroughly prepared and memorized. It should be a minimum of one (1) minute and no more than 1½ minutes in length.</li> <li>• Students should choose monologues from published plays. Sources may be obtained from a local library, the internet, bookstores or play publishing companies.</li> <li>• When choosing material for these auditions, students should choose characters that are close to themselves in age.</li> <li>• 7<sup>th</sup>-8<sup>th</sup> grade students should avoid poetry, original material, or monologues from movies found online.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage Presence</li> <li>• Expression</li> <li>• Vocalization</li> <li>• Preparation</li> <li>• Physicality</li> <li>• Imaginative Play</li> <li>• Ensemble Participation</li> <li>• Risk-Taking/Choices</li> <li>• Taking Direction</li> <li>• Listening</li> </ul>