

# *DeKalb Elementary School of the Arts (DESA)*

3131 Old Rockbridge Road, Avondale Estates, GA 30002

678-874-1302



## **2020-2021 Audition Application Letter**

Dear Parents and Students,

Thank you for your interest in applying to DeKalb Elementary School of the Arts (DESA). Our school is truly dedicated to optimizing learning opportunities with a new focus on exceeding expectations. DESA is part of the DeKalb County School District's Magnet Program. Our goal is to provide a high quality education by integrating the core academics and the arts (dance, drama/theatre, vocal and instrumental music, and visual arts). The DESA faculty and staff are committed to partnering with parents for the academic success of all students!

Our students are engaged in the arts daily and must balance academic and visual and/or performing arts requirements. They are expected to maintain a strong academic and visual and/or performing arts work ethic. The key to their success is maintaining a focus on being organized, completing and submitting all assignments, and managing their time during and outside of the school day. Our school day begins at 8:00 a.m. and ends at 2:50 p.m. The size of DESA's program affords students a "small school" atmosphere, with access to a wide variety of academic and artistic activities. Students in the Gifted Program are served through an in-class model in at least one content area to meet state guidelines. DESA students must maintain a 3.0 grade point average (GPA) to remain enrolled in the program. If a student does not maintain a 3.0 GPA, one probationary semester is allowed to strengthen their academic achievement. **In addition, DESA parents are encouraged to volunteer 16 hours per year.**

DESA has a mandatory uniform policy; students are required to wear the uniform identified by our school. Our goal is to offer students a comprehensive, arts integrated, instructional program in a structured setting. We are preparing our students to be interview and audition ready at all times. The dress and appearance of the students should always be neat and proper, as it reflects both home and school.

Students at DESA pay a \$60.00 magnet fee. A portion of the fee is collected at the beginning of the year and must be paid in full by the end of the first semester. Students participating in audition based performances or clubs may be assessed an additional fee for participation. The magnet fee covers the following costs:

- 1) Admission and transportation for two arts field trips
- 2) Field Day T-Shirt
- 3) Honor's Day certificates and awards.
- 4) Other identified program related expenses.

The most current DeKalb County School District (DCSD) transportation policy will be followed. During the 2020-2021 school year, students will report to selected satellite pick-up locations in their region for school bus transportation to DESA. The Department of Transportation will mail bus schedules prior to the beginning of the school year.

DeKalb Elementary School of the Arts offers a unique and valuable experience in the academics and the arts. It requires a partnership with faculty and staff and a commitment from both students and parents to maintain a high standard of excellence!

Sincerely,

Bianca Hamilton, Principal



## DESA 2020-2021 Audition Application Information

### Curriculum:

The curriculum includes core academic classes along with drama/theatre, dance, vocal and instrumental music, and visual arts. Students in grades K-3 take dance, drama/theatre, general music, and visual arts classes weekly. Students in grade 4 and above are evaluated and their evaluation score determines which arts course(s) they are enrolled in; dance, drama/theatre, vocal music, instrumental music (band or orchestra), or visual arts.

### Admission:

1. The families and students applying to DESA **must** reside in the DeKalb County School District (DCSD) attendance area to apply and enroll
2. Students must have a 3.0 (or higher) GPA and this average must be maintained each semester once enrolled in DESA
3. Applicants for grade 4 and above **must**:
  - a. Apply through the DCSD School Choice Open Enrollment process. The DCSD School Choice Open Enrollment process begins January 7, 2020 at 9:00 a.m. and ends February 7, 2020 at 4:00 p.m.  
<http://www.dekalbschoolsga.org/school-choice/>
  - b. Submit a completed DESA Audition Application in-person at DESA by 2:00 p.m. February 7, 2020
  - c. Complete the DESA audition process in two arts areas (dance, drama/theater, vocal music, band, orchestra/strings, or visual arts). **DESA Audition Date (grade 4 and above): Saturday, February 22, 2020 from 9:00 a.m. – 4:00 p.m.**
  - d. **IMPORTANT:** Option for rising 4<sup>th</sup> grade audition students: If a student is interested in being a beginning band or strings/orchestra student for the 2020-2021 school year he or she may audition in one area and participate in the instrument evaluation process for band or strings during auditions.

### DESA Tours:

- Call 678-874-1302 to schedule an appointment for a tour
- Tours will be held every other Monday, December 9, 2019 – February 24, 2020 from 9:00 a.m. – 10:00 a.m.
- Families are **HIGHLY** encouraged to visit our school to gain a complete understanding of our program

### DESA Audition Application Support Meeting Dates (all meetings will be held at DESA):

These meetings are for parents and students. We give an overview of our application and audition process for students applying to audition for grade 4 or above:

- Application Support Meetings 6:30 p.m.:
  - December 19, 2019
  - January 9, 2020
  - January 23, 2020
  - February 6, 2020



## DESA 2020-2021 Audition Application Information

**DESA Audition Application Submission Deadline: Friday, February 7, 2020, 2:00 p.m.**

\*\*\*Please allow at least 90 minutes to submit your application if submitting on the deadline date\*\*\*

**All DESA Audition Application components MUST be delivered in-person to DESA Monday – Friday, between 10:30 a.m. – 1:30 p.m., 3131 Old Rockbridge Rd., Avondale Estates, GA 30002**

**FAXED applications will NOT be accepted**

**Auditions will be held Saturday, February 22, 2020 from 9:00 a.m. – 4:00 p.m.**

### Application Checklist:

- ✓ Submit completed “DeKalb Elementary School of the Arts 2020-2021 Student Application” page 4
- ✓ Submit a copy of the applicant’s 2019-2020 first semester report card
- ✓ Submit a copy of the applicant’s discipline record, signed by an administrator
- ✓ Submit **One** “Academic Confidential Recommendation Form” from an academic teacher within the last two semesters, page 6
- ✓ Submit **One** “Confidential Arts Recommendation Form” from a student’s teacher in the arts. The recommendation **must** come from a teacher of either discipline in which the student is applying (dance, drama/theater, vocal music, band, orchestra/strings, or visual arts), page 8

*Each recommendation form must be placed in a separate sealed envelope with the applicant’s name on the front. The person completing the recommendation must sign across the sealed flap. Family members MAY NOT complete recommendations. **Faxed recommendations will NOT be accepted***

- ✓ If applicable, visual arts audition portfolio (3-5 pieces) must be submitted with the completed application (see Visual Arts audition requirements p. 3)

### Audition Checklist:

- ✓ Auditions will be held **Saturday, February 22, 2020 from 9:00 a.m. – 4:00 p.m.**
- ✓ Students must audition in **two** art disciplines and will interview with the audition panel (dance, drama/theater, vocal music, band, orchestra/strings, or visual arts)
- ✓ **IMPORTANT:** Option for rising 4<sup>th</sup> grade audition students ONLY: If a student is interested in being a beginning band or strings/orchestra student for the 2020-2021 school year he or she may audition in one area and participate in the instrument evaluation process for band or strings during auditions
- ✓ **Students auditioning in dance MUST** wear the proper attire to audition (see dance audition requirements).
- ✓ The visual art audition portfolio (3-5 pieces) must be submitted with the completed application (see visual arts audition requirements)
- ✓ Music for dance and accompaniment for instrumental music auditions: Must be age appropriate and brought in on a CD, iPod, or downloaded on a cell phone on airplane mode. Music from YouTube **cannot** be used during the audition
- ✓ The DESA Audition Rubrics are included in the application for reference, pages 10-14
- ✓ The decisions of the DESA selection committee are final

### Acceptance:

All acceptance notices will be handled through the DCSD Magnet and Theme Schools Office.

- ✓ **Only students whose names appear on the DCSD School Choice Application list for DESA will be accepted**



## DESA 2020-2021 Audition Requirements

**DESA Audition Application Submission Deadline: Friday, February 7, 2020, 2:00 p.m.**  
**Auditions will be held Saturday, February 22, 2020 from 9:00 a.m. – 4:00 p.m.**

Students auditioning to enter grade 4 or above, must audition in two (2) of the following art disciplines: dance, drama/theatre, instrumental music, vocal music, or visual arts. All students will participate in a brief interview during their audition. The audition requirements for each discipline are below and the scoring rubrics can be found on pages 10-14.

### Dance

- Perform a 60-90 second dance selection in **ballet, modern, jazz, tap, lyrical, or ethnic/cultural** dance, choreography should demonstrate the student's technical ability and skill (**liturgical, mime, or hip hop dance will not be scored**)
- Complete a dance combination after a mini-lesson
- Applicants **must dress** in proper dance attire **NO COSTUMES**
  - Shoes: Ballet, jazz, or tap dance shoes, or barefoot
  - Girls - Leotard, tights, convertible tights if dancing barefoot, and jazz pants or dance shorts if desired
  - Boys – Black sweat/jazz pants and a plain black or white t-shirt
- Music **MUST** be age appropriate and brought in on a CD, iPod, or downloaded on a cell phone used on airplane mode
- Music from YouTube **cannot** be used during the audition
- Students may be asked to define/demonstrate ballet terminology and technique/skills

### Drama/Theatre

- Memorize and perform a monologue (see Drama/Theatre rubric page 11 for the monologue)
- Improvisation or a cold read (theatrical **cold reading** is reading aloud from a script or other text with little or no rehearsal, practice or study in advance of the selected piece)
- Sustain characterization with a clear understanding and interpretation of monologue, improve, and cold read script

### Instrumental Music (Standard Band or Orchestra Instruments – NO PIANO see instruments below)

- Woodwinds, brass, double reed, and percussion instruments or violin, viola, cello, and bass instruments
- Play a selection with or without accompaniment - Music for accompaniment **cannot** come from Youtube and **MUST** be age appropriate and brought in on a CD, iPod, or downloaded on a cell phone on airplane mode
- Grade 4: Play and read one pentachord in any key
- Grade 5 or higher: Play two (2) one-octave scales
- **IMPORTANT:** Option for rising 4<sup>th</sup> grade audition students **ONLY:** If a student is interested in being a beginning band or strings/orchestra student for the 2020-2021 school year he or she may audition in one area and participate in the instrument evaluation process for band or strings during auditions

### Visual Arts

- Submit a portfolio with 3-5 pieces of art work in at least two different mediums completed in the past two years.
- **Please do NOT submit any work on lined notebook paper.**
- The portfolio with 3-5 pieces of art work must be submitted with application at the time the audition is scheduled.
- Produce a still life drawing on site.

### Vocal Music

- Sing major arpeggio using solfège DO-MI-SOL-MI-DO
- Select one song from the list below. You may sing with or without accompaniment:
  - Simple Gifts – Traditional Shaker Hymn
  - America the Beautiful – Traditional
  - Dona Nobis Pacem – Traditional Canon
- Grades 4 and 5: Sing a **five tone scale** ascending and descending using solfège
- Grade 6 and above: Sing an **eight tone scale** ascending and descending using solfège

**Interview:** Students are interviewed as part of the audition process. Students should prepare to discuss/demonstrate their experience, goals, and knowledge of the disciplines and the piece(s) performed (vocabulary, genre, composer, author, artist, choreographer, etc.).



## DeKalb Elementary School of the Arts (DESA) 2020-2021 Audition Application

**Deliver a completed application to DESA, Mon. – Fri. from 10:30 a.m. to 1:30 p.m.**  
**Application submission deadline: February 7, 2020 at 2:00 p.m.**  
**FAXED applications will NOT be accepted**

*Student & Parent's Contact Information - Please type or use blue or black ink to complete.*

Student's Name: Last \_\_\_\_\_ First \_\_\_\_\_ MI \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

Parent/ Guardian's Name: Last \_\_\_\_\_ First \_\_\_\_\_

Parent/ Guardian's Signature \_\_\_\_\_

Address \_\_\_\_\_

Home Telephone # (\_\_\_\_) \_\_\_\_\_ Work Telephone # (\_\_\_\_) \_\_\_\_\_

Mobile Telephone # (\_\_\_\_) \_\_\_\_\_ Email \_\_\_\_\_

*Student's School Information - Please type or use blue or black ink to complete.*

Current School \_\_\_\_\_ Current Grade Level \_\_\_\_\_

School's Telephone # (\_\_\_\_) \_\_\_\_\_ Grade Level for the 2020 - 2021 School Year \_\_\_\_\_

*Student's Audition Areas - Please type or use blue or black ink.*

**Please select, from the list below, TWO (2) arts areas in which you will audition:**

*Dance    Drama/Theatre    Visual Arts    Vocal Music    Instrumental Music (Band or Strings Instrument)*

*Participate in the instrument evaluation process for band or strings during auditions*

Option for rising 4<sup>th</sup> grade audition students ONLY: If a student is interested in being a beginning band or strings/orchestra student for the 2020-2021 school year he or she may audition in one area and participate in the instrument evaluation process for band or strings during auditions

**Audition area:** \_\_\_\_\_ **Audition area:** \_\_\_\_\_

**Instrument for instrumental music audition (NO PIANO)** \_\_\_\_\_

**Participate in the instrument evaluation process for band or strings during auditions (check here)** \_\_\_\_\_

**Office Use Only - Application Checklist**

- *2019-2020 Fall semester report card is attached* Initial here \_\_\_\_\_
- *Discipline report from current school's administration (signed by an administrator).* Initial here \_\_\_\_\_
- *Two recommendations are attached (one academics and one arts). In a sealed and signed envelope.* Initial here \_\_\_\_\_
- *If applicable: Visual art audition portfolio 3-5 pieces of work in at least two different mediums completed in the past two years.* Initial here \_\_\_\_\_

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# DeKalb Elementary School of the Arts (DESA)

## Academic

### Confidential Recommendation Form

**Application deadline: February 7, 2020 2:00 p.m.**

*Applicant must submit this recommendation with their application*

*This completed recommendation form must be placed in a separate sealed envelope with the applicant's name on the front. The person completing the recommendation must sign across the sealed flap.*

*A relative of the applicant MAY NOT complete this form.*

DESA Applicant's Name (Print): \_\_\_\_\_

Parent/ Guardian's Signature (Required): \_\_\_\_\_

**The section below must be completed by a core academic teacher (math, science, social studies, reading, or ELA) who has taught the student within the last three semesters.**

Teacher's Name (Print): \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Teacher's relationship to the student is (i.e. classroom teacher, tutor): \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

I taught/tutored this student during the following school year (s): \_\_\_\_ 2018-2019 \_\_\_\_ First Semester 2019-2020

**Please complete the following checklist using the scale below:**

2=Agree      1=Somewhat Agree      0=Disagree

- \_\_\_\_\_ **The student completes and submits assignments as directed and in a timely manner.**
- \_\_\_\_\_ **The student follows directions and is focused during instruction.**
- \_\_\_\_\_ **The student is self-motivated.**
- \_\_\_\_\_ **The student is able to receive and apply constructive criticism (academics and behavior).**
- \_\_\_\_\_ **Overall, the student is committed to and demonstrates academic excellence.**

**Please add any additional information that you believe would help in evaluating this applicant.**

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# DeKalb Elementary School of the Arts (DESA)

## Arts

### Confidential Recommendation Form

**Application deadline: February 7, 2020 2:00 p.m.**

*Applicant must submit this recommendation with their application*

*This completed recommendation form must be placed in a separate sealed envelope with the applicant's name on the front. The person completing the recommendation must sign across the sealed flap.*

*A relative of the applicant MAY NOT complete this form.*

DESA Applicant's Name (Print): \_\_\_\_\_

Parent/ Guardian's Signature (required): \_\_\_\_\_

**The section below must be completed by an arts teacher who has taught the student within the last three semesters in the selected audition area.**

Teacher's Name (Print): \_\_\_\_\_ Arts Discipline: \_\_\_\_\_ Date: \_\_\_\_\_

School/Organization: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Teacher's relationship to the student is (i.e. teacher, arts instructor): \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

I taught this student during the following school year (s): \_\_\_\_ 2018-2019 \_\_\_\_ First Semester 2019-2020

**Please complete the following checklist using the scale below:**

2=Agree      1=Somewhat Agree      0=Disagree

- \_\_\_\_\_ **The student follows directions and is focused during lessons and/or rehearsals.**
- \_\_\_\_\_ **The student demonstrates a strong passion, enthusiasm, or commitment to the discipline.**
- \_\_\_\_\_ **The student is self-motivated.**
- \_\_\_\_\_ **The student is able to receive and apply constructive criticism.**
- \_\_\_\_\_ **The student demonstrates consistent attendance to the class or lessons for the discipline.**

**Please add any additional information that you believe would help in evaluating this applicant.**

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## Dance Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
<b>1. Skill/Technique</b> Turnout, pointed feet, leg extensions, flexibility, turns, jumps, position of the arms	Student demonstrates advanced skill/technical ability in dance	Student demonstrates intermediate skill/technical ability in dance	Student demonstrates beginner skill/technical ability in dance	Student demonstrates developing skill/technical ability in dance
<b>2. Musicality/Rhythm</b>	Student demonstrates advanced ability in matching movement and form to the rhythm, melody, and mood of the music being played	Student demonstrates intermediate ability in matching movement and form to the rhythm, melody, and mood of the music being played	Student demonstrates beginner ability in matching movement and form to the rhythm, melody, and mood of the music being played	Student demonstrates developing ability in matching movement and form to the rhythm, melody, and mood of the music being played
<b>3. Movement Quality (style, artistry)</b>	Strong ability to use a wide array of physical effort actions	Fundamentally sound ability to move with different energies. Demonstrates an understanding of the quality of movement necessary.	Basic ability to move with different energies. Demonstrates basic understanding of the quality of movement necessary.	Difficulty executing a variety of moves with different energies. Demonstrates very little understanding of the quality of movement necessary.
<b>4. Performance Quality</b>	Ability to express emotional context in movement and ability to control and maintain proper focus and presentation	Ability to express emotional context in movement and control and maintain proper focus and presentation most of the time	Ability to express emotional context in movement some of the time	Insufficient demonstration of qualitative range in movement
<b>5. Potential in Discipline</b>	Student demonstrates ability to excel in discipline	Student demonstrates ability to grow positively in discipline	Student demonstrates ability to have typical growth in discipline	Student shows ability to progress at beginning stages in discipline
<b>6. Interview</b>	Answers/responds to questions in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to questions with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge	Answers/responds to questions with little confidence, clarity of thought, articulation, and a very little degree of knowledge

### Dance

- Perform a 60-90 second dance selection in **ballet, modern, jazz, tap, lyrical, or ethnic/cultural dance ONLY**
- Complete a dance combination after a mini-lesson
- **Liturgical, mime, or hip hop dance will not be scored.**
- Applicants **must dress** in proper dance attire **NO COSTUMES:**
- Shoes: Ballet, jazz, or tap dance shoes, or barefoot
- Girls - Leotard, tights, convertible tights if dancing barefoot, and jazz pants or dance shorts if desired
- Boys – Black sweat/jazz pants and a plain black or white t-shirt
- Choreography should demonstrate the student's technical ability and skill.
- Music MUST be: Age appropriate and brought in on a CD, iPod, or downloaded on a cell phone on airplane mode. Music from YouTube **cannot** be used during the audition.
- Students may be asked to define/demonstrate ballet terminology and technique/skills



## Drama/Theatre Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
<b>1. Clear dictation &amp; projections</b>	Clear dictation & projection during the monologue was on an advanced level	Clear dictation & projection during the monologue was on an intermediate level	Clear dictation & projection during the monologue was on a beginning level	Clear dictation & projection during the monologue was on a developing level
<b>2. Characterization</b>	The development and portrayal of a personality through thought, action, & dialogue was on the advanced level	The development and portrayal of a personality through thought, action, & dialogue was on the intermediate level	The development and portrayal of a personality through thought, action, & dialogue was on the beginning level	The development and portrayal of a personality through thought, action, & dialogue was on the developing level
<b>3. Cold Read /Improvisation</b>	Reads/improvs expressively and with enthusiasm throughout entire text/performance. Varies expression to match meaning of text.	Read/improvs expressively throughout most of the text /performance. Words flow smoothly and naturally and meaning is clear	Improv/cold read sounds like natural language, but has some choppiness. Usually pays attention to punctuation. Errors are self-corrected quickly and smoothly.	Reads / speaks slowly or too quickly. Sounds choppy with pauses or errors. Read/ improv in a monotone voice or without no attention to punctuation.
<b>4. Performance Quality</b>	Performs on the level of advanced in the areas of energy, intensity, and emotion	Performs on the level of intermediate in the areas of energy, intensity, and emotion	Performs on the level of beginner in the areas of energy, intensity, and emotion	Performs on the level of developing in the areas of energy, intensity, and emotion
<b>5. Potential in Discipline</b>	Student demonstrates ability to excel in discipline	Student demonstrates ability to grow positively in discipline	Student demonstrates ability to have typical growth in discipline	Student shows ability to progress at beginning stages in discipline
<b>6. Interview</b>	Answers/responds to questions in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to questions with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge	Answers/responds to questions with little confidence, clarity of thought, articulation, and a very little degree of knowledge

### Drama/Theatre

- Memorize and perform a monologue (see below).
- Improvisation or a cold read (theatrical **cold reading** is reading aloud from a script or other text with little or no rehearsal, practice or study in advance of the selected piece).
- Sustain characterization with a clear understanding and interpretation of monologue, improve, and cold read script.

### Monologues

**Students Entering Grades 4-5:** Tales of a 4th Grade Nothing Character: Peter (boy) /Petra (girl) PETER/PETRA, a 4th grader, has a cute but horrible 4-year old brother, Fudge, who never seems to get in trouble for anything. In this monologue, PETER/PETRA discovers what has happened to a beloved pet turtle. Actors are encouraged to move creatively to establish where mom and Fudge are, and to imagine how Fudge answers each question in the moments marked [pause].

PETER/PETRA: MOM! The chain lock on my door is unhooked, and there's a chair in my doorway, and Dribble is gone! Mom! Did you hear me? The bowl with the rocks and water is there, but Dribble is gone! [To FUDGE] Why are you laughing, Fudge? Did you take him? Did you? I won't be mad if you tell me. C'mon, Fudge, please? [pause] What do you mean, in tummy? What tummy? [pause] OK, Fudge, how did he get in there? [pause] MOM! How could you let him do it? HE ATE MY TURTLE!

**Students Entering Grade 6 or above (from Our Town):** STAGE MANAGER: (To audience) There's an early-afternoon calm in our town. A buzzin' and a hummin' from the school buildings; only a few buggies on Main Street - the horses dozing at the hitching posts; you all remember what it's like. Doc Gibbs is in his office, tapping people and making them say "ah." Mr. Webb's cuttin' his lawn over there; one man in ten thinks it's a privilege to push his own lawnmower. No, sir. It's later than I thought. There are children coming home from school already.



## Instrumental Music Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
<b>1. Posture</b>	Holds instrument properly. Sits up straight with head up. Both feet flat on the floor.	Holds instrument properly. Sits up most of the time; head up. Feet flat on the floor most of time.	Holds instrument properly. Sits up some of the time; head down. Legs/ankles crossed.	Holds instrument improperly. Rarely sits up straight; head down. Legs/ankles crossed.
<b>2. Tone Quality</b> Tone relates to actual note sounded and the quality of a sound.	The tone is uniform, centered, consistent and well controlled throughout	Most tones are uniform, centered, consistent, and well- controlled throughout	There is an overall good tone quality with some harshness and/or distortion at extended ranges and volume levels	Most tones are not uniform, centered, consistent and well controlled throughout the audition
<b>3. Rhythm, and Tempo</b>	Rhythms are accurate and vertically aligned. Tempos are accurate throughout the performance.	Rhythms are accurate and vertically aligned. Tempos are accurate most of the time.	Most rhythms are accurate and vertically aligned. Tempos are accurate some of the time.	Rhythms are seldom vertically aligned and tempos are inconsistent throughout the performance. There is little sense of rhythmic accuracy.
<b>4. Intonation/Pitch Accuracy</b>	ALL pitches are played accurately and pitch center is maintained at ALL times with no tendencies to go sharp or flat	MOST of the pitches are played correctly and/or student tends to sharp/flat only in extreme registers or vocal "breaks"	ONLY ABOUT HALF of the pitches are played accurately and /or student tends to be out of tune ABOUT HALF of the time	LESS THAN HALF of the pitches are played accurately and/or student demonstrates only RARE moments of correct intonation
<b>5. Scales</b>	No errors	1 error	2 errors	More than 2 errors
<b>6. Interview</b>	Answers/responds to questions in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to questions with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge	Answers/responds to questions with little confidence, clarity of thought, articulation, and a very little degree of knowledge

**Instrumental Music (Standard Band or Orchestra Instruments – NO PIANO)**

- Instruments: Woodwinds, brass, double reed, and percussion instruments or violin, viola, cello, and bass instruments
- Play a selection with or without accompaniment - Music for accompaniment **cannot** come from Youtube and **MUST** be age appropriate and brought in on a CD, iPod, or downloaded on a cell phone on airplane mode
- Grade 4: Play and read one pentachord in any key
- Grade 5 or higher: Play two (2) one-octave scales
- **IMPORTANT:** Option for rising 4<sup>th</sup> grade audition students ONLY: If a student is interested in being a beginning band or strings/orchestra student for the 2020-2021 school year he or she may audition in one area and participate in the instrument evaluation process for band or strings during auditions



## Visual Arts Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
<b>1. Line Quality</b> By varying the line quality artists can make objects appear more 3-dimensional and more interesting	Artwork demonstrates an advanced use of line quality (thickness or thinness of the line) that creates visual excitement by combining a variety of different line qualities	Artwork demonstrates an intermediate use of line quality (thickness or thinness of the line) that creates some visual excitement by combining some variety of different line qualities	Artwork demonstrates a beginner level use of line quality (thickness or thinness of the line) that displays some visual interest by combining some different line qualities	Artwork demonstrates a developing level use of line quality (thickness or thinness of the line) that display very little visual interest by combining very few different line qualities
<b>2. Texture</b>	There is an advance use of texture. The art work contains actual texture (the way the artwork feels to the touch) <b>and/or</b> an illusion of texture (how it looks like it may feel if it were touched). The artist uses a variety of textures to unify or create interest.	There is an intermediate use of texture. The art work contains actual texture (the way the artwork feels to the touch) <b>and/or</b> an illusion of texture (how it looks like it may feel if it were touched). The artist uses some variety textures to unify or create interest.	There is a beginning use of texture. The art work contains some actual texture (the way the artwork feels to the touch) <b>or</b> an illusion of texture (how it looks like it may feel if it were touched). The artist uses some textures to unify or create interest.	There is a developing use of texture. The art work contains very little actual texture (the way the artwork feels to the touch) <b>or</b> an illusion of texture (how it looks like it may feel if it were touched). The artist uses very little textures to unify or create interest.
<b>3. Technique</b>	Excellent use of perspective and contour devices to create the illusion of depth and space	Very good use of perspective and contour devices to create the illusion of depth and space	Average use of perspective and contour devices to create the illusion of depth and space	Poor use of perspective and contour devices to create the illusion of depth and space
<b>4. Composition</b>	Excellent use of art elements and design principles in portfolio and still life	Very good use of art elements and design principles in portfolio and still life	Good use of art elements and design principles in portfolio and still life	Poor use of art elements and design principles in portfolio and still life
<b>5. 3-5 additional works</b>	Artwork is excellent and communicates with the viewer through line quality, texture, technique, & composition	Artwork is very good and communicates with the viewer through line quality, texture, technique, & composition	Artwork is average and communicates with the viewer through line quality, texture, technique, & composition	Artwork is poor but communicates with the viewer through line quality, texture, technique, & composition
<b>6. Interview</b>	Answers/responds to questions in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to questions with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge	Answers/responds to questions with little confidence, clarity of thought, articulation, and a very little degree of knowledge

### Visual Arts

- Provide a portfolio with 3-5 pieces of work in at least two different mediums completed in the past two years.
- ***Please do NOT submit any work on lined notebook paper.***
- The portfolio with 3-5 pieces of work must be submitted with application at the time the audition is scheduled.
- Produce a still life drawing on site.



## Vocal Music Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
<b>1. Intonation/Pitch Accuracy</b>	ALL pitches are sung accurately and pitch center is maintained at ALL times with no tendencies to go sharp or flat	MOST of the pitches are sung correctly and/or student tends to sharp/flat only in extreme registers or vocal "breaks"	ONLY ABOUT HALF of the pitches are sung accurately and /or student tends to be out of tune ABOUT HALF of the time	LESS THAN HALF of the pitches are sung accurately and/or student demonstrates only RARE moments of correct intonation
<b>2. Tone Quality</b> Tone relates to actual note sounded and the quality of a sound.	The tone is uniform, centered, consistent and well controlled throughout	Most tones are uniform, centered, consistent, and well- controlled throughout	There is an overall good tone quality with some harshness and/or distortion at extended ranges and volume levels	Most tones are not uniform, centered, consistent and well controlled throughout the audition
<b>3. Rhythm, and Tempo</b>	Rhythms are accurate and vertically aligned. Tempos are accurate throughout the performance.	Rhythms are accurate and vertically aligned. Tempos are accurate most of the time.	Most rhythms are accurate and vertically aligned. Tempos are accurate some of the time.	Rhythms are seldom vertically aligned and tempos are inconsistent throughout the performance. There is little sense of rhythmic accuracy.
<b>4. Diction</b>	Student incorporates pure vowels, clear consonants, and correct syllabic stress at ALL times at an appropriate level for his/her age	Student demonstrates correct diction MOST of the time, but some vowels sounds are not as pure as required in choral singing.	ONLY ABOUT HALF of the time is the student demonstrating correct diction; at times it is hard to understand the lyrics	LESS THAN HALF of the time is the student demonstrating correct diction; at times it is hard to understand the lyrics
<b>5. Scales</b>	No errors	1 error	2 errors	More than 2 errors
<b>6. Interview</b>	Answers/responds to questions in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to questions with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge	Answers/responds to questions with little confidence, clarity of thought, articulation, and a very little degree of knowledge

### Vocal Music

- Sing major arpeggio using solfège DO-MI-SOL-MI-DO
- Select one song from the list below. You may sing with or without accompaniment:
  - Simple Gifts – Traditional Shaker Hymn
  - America the Beautiful – Traditional
  - Dona Nobis Pacem – Traditional Canon
- Grades 4 and 5: Sing a **five tone scale** ascending and descending using solfège
- Grade 6 and above: Sing an **eight tone scale** ascending and descending using solfège



## **DeKalb Elementary School of the Arts Vision, Mission, Core Values, and Motto**

### ***Vision***

To achieve excellence and student growth in the academics and the arts.

### ***Mission***

DESA will partner with its stakeholders to promote a high quality arts integrated academic program that encourages students to become leaders and life-long learners.

### ***Core Values/Beliefs***

**At DESA We ROAR.....**

*We always.....Respect each other*

*We are.....ONE*

*We learn through..... Arts Integration*

*We are.....Responsible & Responsive*

### ***Motto***

We are ONE – **O**ptimizing learning opportunities with a **N**ew focus on **E**xceeding expectations

## **DeKalb County School District Vision, Mission, and Motto**

### ***Vision***

The vision of DeKalb County School District is to inspire our community of learners to achieve educational excellence.

### ***Mission***

Our mission is to ensure student success, leading to higher education, work, and lifelong learning.

### ***Motto***

Inspire. Achieve. Excel.