



DESA Dance Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
1. Skill/Technique 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
2. Musicality/Rhythm	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
3. Movement Quality (style, artistry)	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.
4. Performance Quality	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
5. Potential in discipline based upon execution of criteria 1-4	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
6. Interview	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

Perform a 60-90 seconds dance selection in **ballet, modern, jazz, tap, lyrical, or ethnic/cultural** dance (**liturgical, mime, and hip-hop dance will not be scored**). Applicants **MUST** dress in proper dance attire (leotard, tights, etc).

No costumes.

Choreography should demonstrate the student's technical ability and skill. Students may be asked to define or demonstrate beginning ballet terminology and technique skills.



DESA Drama/Theatre Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
1. Clear diction & projection	Clear diction & projection during the monologue was on an advanced level	Clear diction & projection during the monologue was on an intermediate level	Clear diction & projection during the monologue was on a beginning level	Clear diction & projection during the monologue was on a developing level
2. Characterization	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
3. Improvisation	Expressive and enthusiastic throughout entire performance. Varies expression to match the prompt with a strong commitment to the character. Words flow smoothly and naturally and meaning is clear.	Expressive and enthusiastic throughout most of the performance. Varies expression to match the prompt. Words flow smoothly and naturally and meaning is clear.	Expressive and enthusiastic throughout half of the performance. Showed some expression related to the prompt. Words flow smoothly and naturally but without consistency.	Very little or no expression or enthusiasm. There is some choppiness in the presentation. Very little or no expression match the prompt.
4. Performance Quality	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
5. Potential in discipline based upon execution of criteria 1-4	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
6. Interview	Answers/responds to the question in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to the question with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to the questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge	Answers/responds to the question with little confidence, clarity of thought, articulation, and a very little degree of knowledge

- Memorize and perform a monologue (see below).
- Improvisation the prompt for will be provided during the audition
- Sustain characterization with a clear understanding and interpretation of monologue or improvisation.

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]. **Monologue:** 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 – select from 1 of the 2 monologues below

Title: DONE Written by Nya Smith, DESA class of 2022
 I am so tired of this! Why am I always the one putting in all the effort for our friendship? I'm the one who has to pick up the pieces after every argument. I have to apologize and give sympathy for all of your problems. Not once have you asked me what I wanted or how I felt. It has always been about you. (Beat) I can't believe you. First, you accuse me of spreading rumors about you. When we both know you can ask anyone at this school, none of them have heard me say a word about you. And the lies, do not get me started on the lies you spread. You think I can't hear you? Talking about my clothes, my hair, or my dad? (beat) And I've really tried to be understanding of what you have going on at home. But that doesn't make you entitled to mistreat people. Especially your best friend. (Beat) Of course, I've changed. You can't expect me to stay the same "quiet and innocent" person I was in Kindergarten. Besides what would you even know about the "old me" you have never taken the time to listen to me and I guess you never will. Because I am done with the drama, lies, and excuses. I am done with this friendship.

Title: PROTECTO (KID HERO) BY D. M. LARSON (from the play "Between Good and Evil") **A student that wants superpowers to fight evil:** I've always dreamed of being a hero. I've tried everything to become super. I let a spider bite me... no spider powers; just lots of itching. I tried standing too close to the microwave oven hoping the radiation would change me. Nothing. And I got in trouble for making so many bags of popcorn. But I took it all to school and had a popcorn party. I was a hero that day. So, I guess it kinda worked. I love being a hero. I love helping people. I love making them happy. And I hate bad guys. I hate creeps who hurt people. There's this kid at school... he is always hurting everyone. I am sick of him hurting us. I just need those superpowers. I need something that will make him stop. Maybe if I eat more of the school lunches. They look radioactive. If I get enough green hotdogs and brown ketchup in me... something is bound to happen.



DESA Instrumental Music Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
1. Tone Quality 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
2. Rhythm, and Tempo	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.
3. Intonation/Pitch Accuracy	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
4. Scales	No errors	1 error	2 errors	More than 2 errors
5. Potential in discipline based upon execution of criteria 1-4	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
6. Interview	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

- 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 4th grade audition students **ONLY:** If a student is interested in being a beginning band or strings/orchestra student they may audition in one area and participate in the instrument evaluation process for band or strings during auditions



DESA Visual Arts Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
1. Line Quality 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
2. Technique	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
3. 3-5 additional works	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
4. Composition	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
5. Potential in the discipline base upon execution of criteria 1-4	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
6. Interview	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

- 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
1. Intonation/Pitch Accuracy	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
2. Tone Quality 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
3. Rhythm, and Tempo	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.
4. Scales	No errors	1 error	2 errors	More than 2 errors
5. Potential in the discipline base upon execution of criteria 1-4	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
6. Interview	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

- 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