



THE SCHOOL FOR
CREATIVE &
PERFORMING ARTS
AT THE ERICH KUNZEL CENTER
FOR ARTS AND EDUCATION

AUDITION PREPARATION PACKET
FOR PROSPECTIVE STUDENTS
ENTERING GRADES 4-6



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(*NOTE: THIS PACKET MUST BE USED BY SCPA STUDENTS AUDITIONING FOR C.O.M.)

AUDITION PREPARATION PROCEDURES FOR STUDENTS ENTERING GRADES 4-6

All students entering grades 4-6 that are interested in attending SCPA must pass an artistic audition. The audition will be scheduled and confirmed only after SCPA has received a completed application with all supporting materials. **Incomplete applications will not be processed.** Students entering the 4th - 6th grade will audition in creative writing, dance, drama, instrumental music, vocal music and visual art.

CREATIVE WRITING AUDITION REQUIREMENTS

Complete the writing profile essay and literary critique (below and on page 3) and bring this with you to your audition. You must also provide a poem that focuses on a historic event, a short story (**50-100 words**) and at least **2** additional writing samples of your choice. You will be rated on technical detail, organization, creativity of expression, and sense of purpose. We prefer “creative” pieces that have been written out of a love of writing rather than for school assignments. At the audition, all students will be assigned a writing prompt to be written on-site in 15 minutes.

CREATIVE WRITING: PART 1 – PROFILE ESSAY

Student's Name

Age _____ Current Grade _____

Student Profile - please respond neatly to each of the questions below on a Separate sheet of paper and submit the required portfolio pieces in Part 3.

Part 1: The Basics

1. Do you believe that you are a writer? If so, why? If not, why not?
2. What kind of writer are you? What forms/styles/genres do you enjoy?
3. What inspires you to write?
4. Would you like to pursue writing as a career? If so, why? If not, why not?

Part 2: Writers as Readers

1. Name an author that you admire and explain why.
2. How do you know when something you're reading is an example of good writing?
3. If you could be a character in any book that you have read, who would you be and why?

Part 3: Portfolio (5 pieces)

1. Please provide a poem that focuses on a historic event.
2. Please provide a short story (**25-50 words**).
3. Please provide at least **2** additional writing samples of your choice.

“HOPE”

"Hope" is the thing with feathers—
That perches in the soul—
And sings the tune without the words—
And never stops—at all—

And sweetest—in the Gale—is heard—
And sore must be the storm—
That could abash the little Bird
That kept so many warm—

I've heard it in the chillest land—
And on the strangest Sea—
Yet, never, in Extremity,
It asked a crumb—of Me.

CREATIVE WRITING: PART 2 – LITERARY CRITIQUE

Literary Critique

❖ Required for grades 4-6:

- How do you know that this piece, HOPE, is a poem?
- What does the poet think that "hope" is?
- Who is speaking in the poem?

Emily Dickinson

In Part 2 of the Drama audition, you will perform a character you have created and rehearsed at home. Your character will have a 15 second “Q & A” with the auditioner, and s/he should be prepared to talk about her/his background, likes, dislikes, fears, hopes and dreams. This is a great chance to show us why you should be an actor – we want to see your creativity, funny voices, movement choices, and sense of humor.

MONOLOGUE:

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!

INSTRUMENTAL MUSIC AUDITION REQUIREMENTS

For Band, Harp, Orchestra and Piano:

Entering 4th - 6th grade: Prepare a short piece on your instrument that demonstrates your musical ability. You will be rated on tone quality, technique and intonation. Incoming 4th grade students with no prior band experience may express interest in learning flute, clarinet, trumpet, baritone, or trombone. Incoming 4th grade students with some type of musical experience may express interest in learning harp. Percussionists will need to prepare a short rhythm etude on snare drum or prepare a short piece for xylophone or marimba.

VISUAL ART AUDITION REQUIREMENT

Visual Arts Portfolio Requirements:

- Bring 6-8 works of art from the last two years only
- Work should demonstrate a variety of techniques that include drawing/painting from observation, design, creative work, color work and sketchbook drawings
- Small sculptures may be carefully packaged and brought in, otherwise take quality pictures from multiple vantage points
- No cartoons/anime allowed for audition.

Visual Arts Resume

- Include name, age, address, phone numbers, parent e-mail, schools attended, extra-curricular activities, classes and workshops attended, awards, exhibitions and special interests/talents. Resumes are in **outline form** and must not exceed **one page**. We will keep this copy of your resume.

***Do not include certificates, grades or other papers.**

In-person Audition process

- Students will complete one still life drawing and one creative exercise during their in-person audition. The Visual Arts department will provide materials for this.

VOCAL MUSIC AUDITION

Students entering 4th–6th grades will perform “America” (My Country Tis’ of Thee) by memory in the key given (F major). The sheet music to “America” is included below. The student must perform the song by memory. **No “pop,” “rock,” or “rap” music is acceptable for the audition.** Additionally, students will be asked to sing scales, and intervals, and will be required to identify music theory symbols appropriate to their grade level. You will be rated on tone quality, intonation, diction, memorization, vocal range and stage presence.

Students Entering Grades 4-6:

Voice

America

♩ = 90

My coun - try 'tis of thee sweet land of lib - er - ty of thee I
sing Land where my fa - thers died Land of the pil - grim's pride
From ev' - ry moun - tain side let free - dom ring