



# PACE Visual Arts Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
<b>1. Line Quality</b> <i>By varying the line quality artists can make objects appear more 3-dimensional and more interesting</i>	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 by combining very few different line qualities
<b>2. 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>3. 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. You have a minimum number of artworks.
<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. Potential in the discipline based upon execution of criteria 1-4</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 Question(s): 2-3 sentences</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
<b>7. Professionalism/ Behavior</b>	Student demonstrates excellent behavior and keeps talking or other distractions to a minimum, including transitions throughout	Student demonstrates excellent behavior and keeps talking or other distractions to a minimum, including transitions throughout	Student demonstrates excellent behavior and keeps talking or other distractions to a minimum, including transitions throughout	Student does not demonstrate excellent behavior and is distracting to surrounding students

	interactions with Fine Arts Teachers	interactions with Fine Arts Teachers	interactions with Fine Arts Teachers	as well as the Fine Arts Teachers
<ul style="list-style-type: none"><li>■ Provide a portfolio with 3-5 pieces of work in at least two different mediums completed in the past two years.</li><li>■ Please do NOT submit any work on lined notebook paper.</li><li>■ The portfolio with 3-5 pieces of work must be submitted with application at the time the audition is scheduled.</li><li>■ Produce a still life drawing on site.</li></ul>				





# PACE Vocal Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
<b>Intonation/Pitch Accuracy</b>	<b>ALL</b> pitches are sung accurately and pitch center is maintained at ALL times with no tendencies to go sharp or flat	<b>MOST</b> of the pitches are sung correctly and/or student tends to sharp/flat only in extreme registers or vocal "breaks"	<b>ONLY ABOUT HALF</b> of the pitches are sung accurately and /or student tends to be out of tune ABOUT HALF of the time	<b>LESS THAN HALF</b> of the pitches are sung accurately and/or student demonstrates only RARE moments of correct intonation
<b>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 <b>entire</b> song	<b>Most</b> tones are uniform, centered, consistent, and well-controlled throughout song	There is an <b>overall</b> 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>Posture</b>	Posture is in an upright position, allowing space for deep breaths and lungs to expand throughout the <b>entire</b> song.	Posture is in an upright position, allowing space for deep breaths and lungs to expand <b>most</b> of the song.	Posture is in an upright position, allowing space for deep breaths and lungs to expand <b>some</b> of the song.	Posture is <b>seldomly</b> in an upright position, allowing space for deep breaths and lungs to expand in the song.
<b>Voice</b>	Clear articulation & projection during the monologue was on an <b>advanced</b> level. Student used inflection and tempo to portray emotions	Clear articulation & projection during the monologue was on an <b>intermediate</b> level. Limited inflection and timing were used to portray emotion.	Clear articulation & projection during the monologue was on a <b>beginning</b> level. Little or no inflection was used. Monologue had poor timing.	Monologue was unable to be heard or understood. Monologue did not use clear articulation or projection.
<b>Body Movement</b>	Monologue contained hand gestures, body movement, facial expressions and blocking on an <b>advanced</b> level. Student used body movement to portray character's emotions and character traits.	Monologue contained hand gestures, body movement, facial expressions and blocking on an <b>intermediate</b> level. Student used limited body movement to portray character's emotions and character traits.	Monologue contained hand gestures, body movement, facial expressions and blocking on a <b>beginning</b> level. Body movement did not match the character's emotions or actions.	Monologue contained no hand gestures, body movement, facial expressions or blocking. excessive fidgeting, hands in clothing/hair, or back to the audience prevented monologue from being portrayed accurately.
<b>Characterization</b>	The development and portrayal of a personality through thought, action, & dialogue was on the <b>advanced</b> level. Character traits, emotions and motivation were obvious.	The development and portrayal of a personality through thought, action, & dialogue was on the <b>intermediate</b> level. Character traits, emotions and motivation were evident..	The development and portrayal of a personality through thought, action, & dialogue was on the <b>beginning</b> level. Character traits, emotions and motivation were attempted..	The development and portrayal of a personality through thought, action, & dialogue was on the <b>developing</b> level. Character traits, emotions and motivation were missing from performance. ...
<b>Potential in the discipline base upon execution of criteria above</b>	Student demonstrates ability to <b>excel</b> in discipline	Student demonstrates ability to <b>grow</b> positively in discipline	Student demonstrates ability to have typical growth in discipline	Student shows ability to progress at <b>beginning</b> stages in discipline

<b>Aesthetic Development/ Behavior</b>	Student demonstrates <b>excellent</b> behavior and keeps talking or other distractions to a minimum, including transitions throughout the rehearsal.	Student demonstrates <b>satisfactory</b> behavior and keeps talking or other distractions to a minimum, including transitions <b>most</b> of the rehearsal.	Student demonstrates <b>satisfactory</b> behavior and keeps talking or other distractions to a minimum, including transitions <b>some</b> of the rehearsal.	Student does <b>not</b> demonstrate excellent behavior and is distracting to surrounding students as well as the teacher.
<b>Teacher Recommendation</b>	Student is highly recommended.	Student is recommended.	Student is recommended with reservations.	Student is not recommended.
<b>Past Performance Behavior</b>	Student displayed <b>excellence</b> in behavior in previous performances. Student was focused, dedicated and prepared at all performances and rehearsals. Student showed an <b>excellent</b> ability to take feedback and apply to future performances.	Student displayed <b>satisfactory</b> behavior in previous performances. Student was focused, dedicated and prepared at <b>most</b> performances and rehearsals. Student showed a <b>satisfactory</b> ability to take feedback and apply to future performances.	Student displayed <b>satisfactory</b> behavior in previous performances. Student was focused, dedicated and prepared at <b>some</b> performances and rehearsals. Student showed a <b>limited</b> ability to take feedback and apply to future performances.	Student <b>rarely</b> displayed <b>satisfactory</b> behavior in previous performances. Student was not focused, dedicated and prepared at performances and rehearsals. Student showed an <b>a developing</b> ability to take feedback and apply to future performances.





# PACE Theatre Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
<b>Voice</b>	Clear articulation & projection during the monologue was on an <b>advanced</b> level. Student used inflection and tempo to portray emotions	Clear articulation & projection during the monologue was on an <b>intermediate</b> level. Limited inflection and timing were used to portray emotion.	Clear articulation & projection during the monologue was on a <b>beginning</b> level. Little or no inflection was used. Monologue had poor timing.	Monologue was unable to be heard or understood. Monologue did not use clear articulation or projection.
<b>Body Movement</b>	Monologue contained hand gestures, body movement, facial expressions and blocking on an <b>advanced</b> level. Student used body movement to portray character's emotions and character traits.	Monologue contained hand gestures, body movement, facial expressions and blocking on an <b>intermediate</b> level. Student used limited body movement to portray character's emotions and character traits.	Monologue contained hand gestures, body movement, facial expressions and blocking on a <b>beginning</b> level. Body movement did not match the character's emotions or actions.	Monologue contained no hand gestures, body movement, facial expressions or blocking. excessive fidgeting, hands in clothing/hair, or back to the audience prevented monologue from being portrayed accurately.
<b>Characterization</b>	The development and portrayal of a personality through thought, action, & dialogue was on the <b>advanced</b> level. Character traits, emotions and motivation were obvious.	The development and portrayal of a personality through thought, action, & dialogue was on the <b>intermediate</b> level. Character traits, emotions and motivation were evident..	The development and portrayal of a personality through thought, action, & dialogue was on the <b>beginning</b> level. Character traits, emotions and motivation were attempted..	The development and portrayal of a personality through thought, action, & dialogue was on the <b>developing</b> level. Character traits, emotions and motivation were missing from performance. ...
<b>Improvisation</b>	Expressive and enthusiastic <b>throughout</b> the <b>entire</b> 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 <b>most</b> of the performance. Varies expression to match the prompt. Words flow smoothly and naturally and meaning is clear.	Expressive and enthusiastic throughout <b>half</b> of the performance. Showed some expression related to the prompt. Words flow smoothly and naturally but without consistency.	<b>Very little or no</b> expression or enthusiasm. There is some choppiness in the presentation. Very little or no expression match the prompt.
<b>Potential in the discipline base upon execution of criteria above</b>	Student demonstrates ability to <b>excel</b> in discipline	Student demonstrates ability to <b>grow</b> positively in discipline	Student demonstrates ability to have typical growth in discipline	Student shows ability to progress at <b>beginning</b> stages in discipline
<b>Aesthetic Development/ Behavior</b>	Student demonstrates <b>excellent</b> behavior and keeps talking or other distractions to a minimum, including transitions throughout the rehearsal.	Student demonstrates <b>satisfactory</b> behavior and keeps talking or other distractions to a minimum, including transitions <b>most</b> of the rehearsal.	Student demonstrates <b>satisfactory</b> behavior and keeps talking or other distractions to a minimum, including transitions <b>some</b> of the rehearsal.	Student does <b>not</b> demonstrate excellent behavior and is distracting to surrounding students as well as the teacher.



# PACE 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	Difficulty executing a variety of moves with different energies. Demonstrates very little understanding of the quality of movement necessary.
<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>	Posture is in an upright position, allowing space for deep breaths and lungs to expand throughout the rehearsal.	Posture is in an upright position, allowing space for deep breaths and lungs to expand most of the rehearsal.	Posture is in an upright position, allowing space for deep breaths and lungs to expand some of the rehearsal.	Insufficient demonstration of qualitative range in movement
<b>5. Potential in discipline based upon execution of criteria 1-4</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

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). Music for the dance cannot come from Youtube and MUST be age appropriate and brought an iPod/ipad or cell phone on airplane mode. 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.



# PACE Instrumental Audition Rubric

CRITERIA	Advanced	Intermediate	Beginner	Developing
<b>1. Beat/Tempo</b>	Student maintained a steady beat at the correct tempo for the entire song.	Student maintained a steady beat at the correct tempo for MOST of the song, but may have paused or changed tempos once.	Student maintained a steady beat for about HALF of the song.	Student maintained a steady beat for LESS THAN HALF of the song.
<b>2. Rhythm</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>3. Pitch Matching/Tonal Memory</b>	ALL pitches are sung accurately using the head voice.	MOST of the pitches are sung correctly using a head voice.	ONLY ABOUT HALF of the pitches are sung accurately and /or student tends to use their chest voice.	LESS THAN HALF of the pitches are sung accurately and/or student demonstrates only RARE moments of correct head voice.
<b>4. Improvisation/Creativity</b>	Student is able to improvise a variety of different 4 beat rhythmic patterns using multiple levels of body percussion.	Student is able to improvise a variety of different 4 beat rhythmic patterns, but only uses one level of body percussion.	Student only creates 2 different rhythms and only uses one level of body percussion.	Student creates 1 rhythm, and/or repeats the rhythm of the teacher and only uses one level of body percussion.
<b>5. Potential in discipline based upon execution of criteria 1-4</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

<b>7. Professionalism</b>	Student demonstrates <b>excellent</b> behavior and keeps talking or other distractions to a minimum, including transitions throughout the rehearsal.	Student demonstrates <b>satisfactory</b> behavior and keeps talking or other distractions to a minimum, including transitions <b>most</b> of the rehearsal.	Student demonstrates <b>satisfactory</b> behavior and keeps talking or other distractions to a minimum, including transitions <b>some</b> of the rehearsal.	Student does <b>not</b> demonstrate excellent behavior and is distracting to surrounding students as well as the teacher.
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**Instruments: Woodwinds, brass, double reed, and percussion instruments will be accepted. Student MUST be able to set up their instrument ON THEIR OWN within the provided time slot.**

**Play a selection with or without accompaniment - Music for accompaniment cannot come from Youtube and MUST be age appropriate and on a CD/USB Memory stick in MP3 format.**

**All students will participate in a teacher-lead activity that will include rhythmic clapping and singing.**

