Dance

Students will participate in three portions of a dance audition:

- Group Technique Class: Students will participate in a dance class consisting of ballet, modern dance and jazz dance techniques. Following the group technique portion, everyone will have a short break before beginning their solo.
- Individual Solos: Students will perform a pre-choreographed one-minute solo in a chosen style. Choreography should show artistic potential and not include movement from dance apps or social media platforms. This movement must be planned and prepared by the student before the audition takes place.
- Interview: Students will have a short interview immediately after their solo presentation.

Audition Attire:
Leotard and convertible tight, ballet shoes with elastic sewn and tie strings tucked in, barefoot for modern and jazz shoes for jazz. Long hair must be pulled back (bun preferred), no jewelry should be worn. Solid white t-shirt with black tights or form fitting shorts, ballet shoes with elastic sewn and tie strings tucked in, barefoot for modern and jazz shoes for jazz. Hair must be neatly secured from the face.

Scoring:
Please review the Audition Scoring Guide, available on the Dance department page of pghschools.org/caparegistration.

Length of Audition:
Though we are efficient in our audition process, the complete audition can take up to 3 hours total.

Instrumental Music/Piano

On your audition day, you can expect a panel of at least three CAPA faculty members to listen to your instrumental audition. We look forward to meeting you and hearing you play, so relax and do your very best.

- Students may audition on ONE instrument only.
- Students should bring their own instrument with them to the audition.
- Percussionists must bring their own mallets and sticks, however, the percussion instruments on which they will audition will be provided.
- Students will first be asked to play TWO scales of their choice.
- Students will then be asked to play TWO pieces of music of two contrasting styles. (Examples: 1 slow piece and 1 fast piece or 1 classical piece and 1 jazz piece). Both pieces should be no longer than 5 minutes total. These two pieces are to be chosen by the student and properly prepared well before the audition day.
- Students will then be asked to sight-read a line of music.
- The instrumental faculty will be listening for strengths in the following areas of the student's playing audition:
    - **Tone -** (A musician's quality of sound)
    - **Intonation -** (The pitch accuracy when playing from note to note. Is the musician staying "in tune?")
    - **Rhythm -** (Patterns of sound verses silence. Is each note or rest being held out to its proper length/value?)
    - **Technique -** (The ability of a musician to exert control of their instrument to produce the precise musical effect they desire)
    - **Interpretation -** (How a musician translates a piece of music's meaning, imagery and emotions into sound)
- Following their playing audition, students will then be interviewed by the instrumental faculty. One of the questions all students will be asked is "Why are you interested in becoming a new member of the CAPA 6-12 instrumental department?"
- Students will also be asked if they have any prior experience playing other instruments and if they would be interested in playing those instruments in their playing ensembles if needed.

Scoring:
Scoring will be on a 1-4-point basis in categories: Scales, Tone, Intonation, Rhythm, Technique, Interpretation and Sight-reading.

Length of Audition:
The average audition will last 15–20 minutes.

Literary Arts

Part One: Writing Portfolio
Students applying for the Literary Arts department at Pittsburgh CAPA 6−12 should submit a writing portfolio that includes:

- Neighborhood Stories
  As writers we are influenced by the neighborhood we grow up in. In fact, the first stories that many of us put to paper concern our own neighborhood. Draft a true story about a memorable event that happened in your neighborhood. The story should include intimate details that will help the reader see, hear, smell and feel what it is like to live, hang-out, or visit your neighborhood. Make sure that by the end of the story the reader understands why this event was important to and how it changed the way you think, feel and see your neighborhood and the people in it. This story should be no longer than 750 words.

  The goal of this task is to help applicants see their neighborhood as a source of identity and therefore inspiration for further observation and investigation. To help students not take for granted the power that their environment exerts on them. Prior to writing this essay read Brian Doyle's Imagining Foxes to help understand the type of story that this prompts asks applicants to write. You may access this essay at http://brevitymag.com/nonfiction/imagining-foxes.

- Free Choice of Creative Writing
  This writing may be in any genre that you feel represents you and your best work as a creative writer. This should be one genre of writing: 2−3 poems (25 lines minimum for each poem) or 1−10 pages in length of prose or dramatic writing that you wrote on your own, not for a school assignment.

Include a cover sheet with the portfolio that includes the student's name, date, and the titles of the creative work. The student's name should only be on the cover sheet—do not include a name on the actual pieces of writing. Writing will not be returned and writing portfolios must be submitted via the online application by the deadline for Pittsburgh CAPA applications.

Part Two: Audition for Invited Students
Based on faculty review of writing portfolios, only select applicants will be invited to attend an audition. Writing portfolios will be judged on mechanical and stylistic elements, originality and creativity, the ability to write to a prompt, and the ability to use figurative language and storytelling elements in writing. The incoming literary arts classes will be selected from students invited to attend the audition. Selected applicants will be notified about the audition in writing and should plan to attend the literary arts auditions. Invited applicants can expect more details at the time of invitation to the audition.

Students should be prepared to engage in the following activities during the audition for literary arts.

- Be prepared to talk about yourself and your work. Think why CAPA Literary Arts.
- Be engaged and an active participant in the audition. We want you to talk. It is essential to talk during the audition.
- Practice reading the piece of writing you will share with the audition panel. Be familiar and comfortable reading your writing. This piece of writing should be from your writing portfolio that you submitted with your application.
- Be prepared to write a creative response to a prompt after reading a prose piece and discussing it.
- Ask questions. Find joy in the process.

Scoring:
Please review the Audition Scoring Guide, available on the Literary Arts department page of www.pghschools.org/caparegistration.

Length of Audition:
2.5 hours

Production Technology

Students auditioning for grades 6–8 should prepare the following:

- A portfolio of creative work containing three to four different items.
- A new creative project of the student's choice.
  - Design sketches of the project.
  - Photos demonstrating the construction process.
- Students will present their portfolio items and project, all of which must be brought to the audition.
- Students will also complete a design exercise that will be provided at the audition.

Students auditioning for grades 9–12 should prepare the following:

- A portfolio of creative work containing three to five different items.
- A model showing a scene from a play, movie, etc. and a prop from that scene.
  - Sketches of the set model.
  - Photos of the model making process.
  - Photos of the finished model.
- A full-scale prop from the same scene.
  - Sketches of the prop.
  - Photos of the prop building process.
  - Finished prop photos.
- Students will present the portfolio items, set model, and prop, all of which must be brought to the audition.
- Students will also complete a design exercise and measuring test that will be provided at the audition.

Scoring:
Please review the Audition Scoring Guide, available on the Production Technology department page of www.pghschools.org/caparegistration.

Length of Audition:
1–1.5 hours

Theatre: Drama or Musical Theatre

Students auditioning for **grades 6-8** should memorize a monologue (at least one minute in length) and be prepared to perform it. They can either choose a monologue from the "Monologue Choices Middle School" shared at https://www.pghschools.org/about/enrollment/capa-registration/capa-theatre-arts or pick any monologue from a published play or novel.

In addition to preparing a monologue, questions about the monologue and the play that it comes from are found here: https://www.pghschools.org/about/enrollment/capa-registration/capa-theatre-arts "Middle School Audition Written Work". This is to be filled out and brought to the audition.

The day will begin with a group warm up. Afterwards, students will work on a writing prompt while individuals are called in for a brief interview and to present their monologues for the faculty. They may be asked to work on the monologue with the faculty and try different approaches to the way it's performed. Students will also be asked to do a cold reading from a provided script.

Students auditioning for **grades 9-12** should memorize a monologue (at least one minute in length) from a published play or novel and be prepared to perform it. They should also answer the questions about their chosen monologue on the worksheet posted here: https://www.pghschools.org/about/enrollment/capa-registration/capa-theatre-arts "High School Audition written work" and bring this to their audition.

Upon entering the audition room, the student will have a short interview with the panel where the student will discuss topics such as "Why you want to come to CAPA?", favorite subjects, prior experiences in theatre, outside classes, etc.

They will perform their monologue and may be asked to try something different with the monologue as well.

IN ADDITION TO THE MONOLOGUE, If they are auditioning for musical theatre, they are to prepare a song from musical theatre repertoire. They will also be taken through a dance warm up.

IN ADDITION TO THE MONOLOGUE, If they are auditioning for acting/drama, they are to prepare a 1 minute version of a fairytale in storytelling style. They are encouraged to have fun and make the story their own, using character voices, physical movement and their best storytelling efforts.

Scoring for students auditioning for grades 6-12:
Please review the Audition Scoring Guide on the Theater department page at www.pghschools.org/caparegistration.

Length of Audition:
1 hour

Visual Arts

Part One: Online Artwork Submission (completed via the online magnet application)
Students applying for the Visual Arts Department at Pittsburgh CAPA 6-12 should submit the following three pieces from their art portfolio:

- A self-portrait in pencil done from observation (looking into a mirror) not from looking at a photograph.
- A drawing done from observation. Choose an object and draw it with pencil.
- A two- or three-dimensional piece that demonstrates the student's artistic interests and skills.

Any student that is not able to complete the online submission may contact the magnet office for assistance.

Part Two: In-person Audition

Applicants will be invited to participate in an in person audition and will need to bring to their audition a portfolio of artwork consisting of 10-15 pieces, which should include:

INCOMING 6-8

1. A self-portrait in pencil done from observation (looking into a mirror, not from a photograph).
2. A drawing done from observation – choose an object and draw if with pencil.
3. A painting in watercolor, acrylics, or oil paints. It may be done on paper, canvas, or Masonite board.
4. A three-dimensional work – a sculpture, ceramic work, or multi-media construction.
5. A project done in school under teacher direction.
6. A project done at home without adult input.

The remaining 4-9 pieces should be chosen to demonstrate the student's artistic interests and skills. *Students are highly encouraged to bring any sketchbooks they have completed and/or sketchbooks they are currently working on.*

INCOMING 9 - 12

1. A detailed self-portrait drawn with pencil from observation, not a photograph.
2. 4 additional observational drawings - 2 in black and white with value (shading/grey scale), and 2 in color (colored pencil, marker, pastel):
3. A drawing of your hand.
4. A drawing of a view of your room.
5. A still life with a variety of objects including plants.
6. An outdoor environment.

4-10 additional artworks in other media: painting, photography, fiber arts, printmaking, ceramics, digital media, video, mixed media. *Students are highly encouraged to bring any sketchbooks they have completed and/or sketchbooks they are currently working on.*

Audition requirements continue on the next page.

Visual Arts (continued)

Content:

As you assemble your portfolio, carefully select the works that you feel represent your best efforts. Consider the following:

- Select current artwork (work completed within the year)
- Include sketchbooks and preliminary drawings
- Do not include work done in the style of a famous artist or copies
- Most of the work should be done from observation but you may include some work done from imagination or memory

During the audition interview it is important to remember:

- Poise and appearance count.
- Attitude is important: show respect to teachers and other students.
- Convey your commitment to the visual arts
- Listen closely and try to provide answers that directly address the questions you are asked.
- The interview will most likely be in the form of a conversation.
- You may be asked about your background, experience, knowledge and interest in the visual arts.

Questions might include:

- Why did you choose to audition for this school?
- How did you decide what to include in your portfolio?
- Which art museums or galleries have you visited recently?
- In the future, how do you plan to use the art education you receive here?
- Why do you want to come to CAPA?
- What is your strongest piece? Why?
- What is your weakest piece? Why?
- What is your most recent piece?
- Please explain the process behind this piece/pick a piece.
- What is your favorite medium to work with?
- Where do you get your inspiration?
- Who is your favorite artist and why?
- Are any of these pieces NOT a school assignment or something you did on your own?
- Do you want to have an art-related career when you grow up?
- What are your post-CAPA career plans?
- How are you going to contribute to CAPA?

Scoring:
Please review the Audition Scoring Guide, available on the Visual Arts department page of www.pghschools.org/caparegistration.

Length of Audition:
3 hours

Vocal Music

What to Expect:
On your audition day, you can expect a panel of at least three CAPA faculty members to listen to you sing. They look forward to hearing you, so relax and do your very best. In addition to requirements outlined below, the areas that
we will be listening for are as follows:

- Presentation
- Breathing
- Pitch
- Rhythm
- Tone Quality
- Diction
- Intonation
- Dynamics

Middle School Audition Requirements (Incoming 6th−8th grade):
Students will sing one of the four songs: Maybe from Annie, Edelweiss from The Sound of Music, My Favorite Things from The Sound of Music or Where Is Love from Oliver. No other song is required, so the student should be well-prepared, and choose the song that best fits their voice.

In addition to the song selection, students will vocalize, match pitches played on the piano, echo various rhythm patterns, and be interviewed by the Vocal Department Faculty.

High School Audition Requirements (Incoming 9th −12th grade):
Students will be required to sing one of two songs: Since I First Saw Your Face, or Ward the Pirate. Students should choose the song that best fits their voice, and sing the song exactly as it is written.

The student will also be required to sing an additional piece of their choosing. The additional song can be in any style. Students will also perform pitch recognition exercises, complete a music theory assessment exam, and be interviewed by the Vocal Department Faculty. The music theory assessment does not count towards deciding whether or not the student will be recommended, but helps the staff with determining the student's background in the subject.

Scoring:
Please review the Audition Scoring Guide, available on the Vocal department page of www.pghschools.org/ caparegistration.