

2018-2019

# Fine Arts Academy Handbook for Prospective Students

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# Fine Arts Academy Majors:

**Band**

**Classical Guitar**

**Dance**

**Digital Arts & Media**

**Orchestra**

**Theatre Arts**

**Visual Arts**

**Vocal Music (Choir)**

Piano is not a major in the Fine Arts Academy but we offer Beginning, Intermediate and Advanced Piano classes and Music Theory I through Piano

# Overview

The Fine Arts Academy (FAA) at Lamar Middle School is pleased to provide an inspiring and robust program for students across Austin ISD for the purpose of pursuing an accelerated arts curriculum as fine arts majors. Lamar FAA offers its students meaningful and enriching opportunities in the areas of visual arts, dance, band, drama, classical guitar, vocal music, orchestra, piano, digital arts/media, as well as our nationally recognized Lamar Jazz Factory. Lamar FAA attracts a diverse student body from across the city, including students from private, charter and parochial schools. Although Lamar Middle School is the primary feeder for McCallum High School and Fine Arts Academy, our FAA students must apply for admission into McCallum's FAA.

Lamar FAA is Austin ISD's top choice for middle school fine arts, as we strive to provide every student with a fulfilling and all-encompassing middle school experience that nurtures the whole child. In short, our academic programs are comprehensive and rigorous, our athletic programs are dynamic, our parent and community involvement is flourishing, and most importantly, our student body is happy. We are Lamar!

At Lamar Middle School all students have access to all fine arts programs. However, only students accepted into the FAA are assured a seat in the class of their major. The FAA accepts students at 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. Students remain FAA members for their entire middle school career unless they are removed from the program or leave of their own volition. All FAA students must meet the requirements of their major each school year.

FAA members who would like to switch majors must first successfully complete the year of their current major. See the FAA coordinator before Spring Break to complete the request to change majors. Students on probation or failing to satisfy their major requirements may not be allowed to switch majors.

Lamar students not in the academy may FAST-PASS into the academy of their 8<sup>th</sup> grade year by fulfilling the requirements of their major in their 6<sup>th</sup> and 7<sup>th</sup> grade years. Seventh graders interested in fast-passing may request a form along with their 8<sup>th</sup> grade choice sheet.

In the case of a FAA student in danger of being removed from the FAA, the student's FAA advisor will serve as the point of contact for all parties, and will collaborate with the student, parent, counselor and administrator according to the removal process as described in this handbook. A student that withdraws or that is removed from the FAA may not reapply at a later time. Transfer students that withdraw or are removed from the FAA will lose their transfer to Lamar and will return to their home school the following semester.

## Shadowing Opportunities

Only students selected for the FAA are eligible to shadow between March 1 and March 23. The FAA coordinator will arrange shadowing dates via email for students accepted into the Academy at least a week before shadowing opportunity.

## Important notes about transfers

If you submit a request for a priority or a general transfer, in addition to your application to a magnet or application program, it is important to understand that the timeline for submitting the request and for processing the request for a priority or general transfer will be different than the timeline for the application process for the program to which you are applying.

The deadline for submitting a request for a priority transfer or a non-priority transfer to go into the lottery is the last business day in January. Most approval and denial letters will be mailed by Spring Break. Beginning the first day in February, requests for transfers will be accepted on a first come first served basis and approved only if there is available space. Generally, approval and denial letters will be received 3-4 weeks after the request is submitted. It also is possible to contact the Office of Student Services at (512) 414-1726 to determine the status of a request for a transfer. Please see the transfer website for additional information: <https://www.austinisd.org/transfer>.

If your student receives an approved priority or general transfer AND acceptance into this program, the acceptance into this program will take precedence and any approved priority or general transfer will be revoked.

**Please note that beginning with the 2017–18 school year, applicants who are approved to attend a magnet or performance-based application program (Fulmore, Kealing, Lamar, LASA, and McCallum) must show proof of residence within District boundaries by the application due date. This proof may include documentation indicating that the student's family will occupy a residence that has been purchased or leased within 45 calendar days of the application due date.**

Residence within District boundaries must be maintained in order to remain in a magnet program. If a student moves out of District while attending a magnet program, the student will be allowed to finish the semester in the magnet program. In the case of a graduating senior, the student may finish the year in the magnet program.

Principals and directors of magnet or performance-based application programs may request proof of residence at any time.

You can check if your address falls into AISD boundaries here: <https://www.austinisd.org/schools/sara>.

*AISD Office of Student Services*

## The Lamar Fine Arts Academy Application Process and Important Dates

### for the 2018-2019 SY

- Starting October 1, 2017, applicants should print out the Lamar Fine Arts Academy Application pages 24 – 29 at [lamarmiddleschool.org/fine-arts-academy/](http://lamarmiddleschool.org/fine-arts-academy/), complete it and either mail it to or drop it off at Lamar, 6201 Wynona, Austin, 78757. **(Prior to filling out the application, make sure you have reviewed the handbook so that you are familiar with the requirements and look at the audition rubrics).**
- Starting October 1, 2017, applicants must go to the Parent Cloud and click on the AISD Common Application (Part 1) and complete the online magnet application. **If not currently an AISD student, go to [www.austinisd.org/magnet-application](http://www.austinisd.org/magnet-application). This is the location where you request teacher recommendations for AISD teachers – others must be printed out and given to the teachers.**
- November 16, 2017 - Lamar Open House (open to all) – 8:45 am – 11:00 am (begins in the library, tours every 15 minutes) – this is the only open house this school year.
- December 2, 2017 – Middle School Choice Fair, Ann Richards school, 2206 Prather Lane, 9 am – 12 pm.
- December 9, 2017 – FAA Application/audition information session. EITHER 9-10am AND/OR 10:30 – 11:30 am – you may attend both sessions to find out about 2 different majors (but can only apply for one).
- February 9, 2017 - the deadline for the LMSFAA application.
- As applications to LMSFAA are received, audition times will be emailed to applicants – make sure you are checking the email address you provided in the application packet.
- Saturday, February 24, 2018 – auditions/interviews will take place at Lamar, 6201 Wynona, from 9 am – 3 pm. **PLEASE BE PREPARED TO COMPLETE A PRELIMINARY CHOICE SHEET AT THIS TIME.**
- February 26 – 28, 2018 – Emails will go out to applicants who have been offered acceptance to the academy as well as those not offered acceptance. Those being offered acceptance will be notified of their shadow date.
- March 1 – 2, 2018 – Shadowing for accepted students coming from private/charter schools.
- March 5 – 23, 2018 – Shadowing for accepted AISD students (no shadowing during Spring Break, March 12-16).
- March 23, 2018 – Deadline for accepted students to submit letter of intent to the FAA.

## Requirements for ALL Fine Arts Academy students:

- Maintain academic eligibility
- Maintain acceptable daily attendance
- Abide by the student code of conduct
- Maintain a B average in Major courses
- Meet the requirements of their Fine Arts Academy major
- Attend two Fine Art performances/events (other than performances/events in which you are performing in) per semester. At least one must be a Lamar Fine Arts performance/event.

### Minimum Requirements by Major

#### Minimum requirements for VISUAL ARTS majors:

Year-long Art each year

Participate in middle school Visual Arts Scholastic Event (Jr. VASE) each year

#### Minimum requirements for DIGITAL ARTS & MEDIA majors:

Year-long digital media class each year

Participate in at least one annual event: Jr. VASE, ATPI competition, AISD Digital Arts & Media Festival

#### Minimum requirements for THEATER ARTS majors:

Year-long Theatre Arts Class each year

Specific expectations articulated in class syllabi, guidelines and grading rubrics

#### *Minimum requirements for MUSIC majors:*

Music majors are required to participate in all performances for their major

##### BAND:

Solo and Ensemble each year (must perform an accompanied solo)

TMEA Region Band Audition each year (not for 1<sup>st</sup> year players) Perform in the Spring Fine Arts Academy recital

##### CHOIR:

Enrollment in UIL competing ensemble as eligible

Audition for TMEA region choir (7<sup>th</sup> & 8<sup>th</sup> grades) Participate in UIL Solo/Ensemble

##### ORCHESTRA:

Perform a solo in AISD Solo & Ensemble Festival each year

Prepare Region 18 Orchestra Audition music (required in the 8<sup>th</sup> grade year) Perform in the Spring Fine Arts Academy recital

##### CLASSICAL GUITAR:

Year-long guitar class each year

Solo & Ensemble each year (must perform a solo)

#### Minimum requirements for DANCE majors:

Enroll in the year-long dance class (preferably Advanced or Dance Company)

Maintain passing grades in all subjects and at least a B average in Dance

Participate in both dance productions (1 each semester)

# Band

**Website:** [www.lamarscottieband.org](http://www.lamarscottieband.org)

The Lamar Middle School Band program is highly respected throughout the region on the concert stage. The Scottie Bands consistently receive 1st Divisions in U.I.L Concert and Sight-reading. They have traveled and competed across Texas receiving Outstanding Ensemble awards in San Antonio, Dallas and South Padre. In 2013 and 2015, the Jazz Factory were ranked as the number one middle school Jazz Ensemble in the nation according to the Mark of Excellence Recording Competition from The Foundation for Music Education. Jazz Factory received numerous awards from competing in Festival Disney in 2014 to being invited to the 69<sup>th</sup> and 71<sup>st</sup> annual Midwest Clinic in Chicago, Il. Lamar Band has a long-standing tradition of excellence, and we would love to have you join us.

The following instrumental ensembles and music classes are offered and taught by the Lamar Band staff.  
Instrumental Ensembles:

- Symphonic Winds
- Symphonic Band
- Jazz Factory\*
- Beginning Band

\*You must be concurrently enrolled in Symphonic Winds or Symphonic Band. Members of rhythm section (guitar, bass, piano) are not required to be in one of the aforementioned concert groups.

## Band Classes

For Academy band majors, band class is required both semesters of your 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade year. Incoming 6<sup>th</sup> graders for the 2018-2019 school year are encouraged to participate in Instrument Discovery Day – either February 3, 2018 – 8am – 12pm or (TBD) – 4pm – 8 pm in the Band hall. All instrumental ensembles are offered as a fine arts credit or elective. To request band on your schedule, you must sign up for Band on the choice sheet. If you are an incoming 7<sup>th</sup> or 8<sup>th</sup> grader, you will be placed in one of the concert instrumental ensembles—Symphonic Winds or Symphonic Band – after your audition.

For 6<sup>th</sup> graders, classes are broken out by instrument: Beginning clarinet, beginning double reed, beginning flute, beginning horn, beginning percussion, beginning saxophone, beginning trombone, and beginning trumpet. Jazz Factory is also a class – placement by audition.

## Band Major Academy Requirements

- \_\_\_ Perform an accompanied solo at Band Solo and Ensemble each year
- \_\_\_ Audition for TMEA Region Band each year
- \_\_\_ Attend two Fine Art performances/events (other than performances/events in which you are performing in) per semester. At least one must be a Lamar Fine Arts performance/event.
- \_\_\_ Perform in the Spring Fine Arts Academy recital
- \_\_\_ Maintain passing grades in all subjects and at least a B average in Band class(es)

For additional information, please do not hesitate to call the Lamar Band Faculty:

**James Hairston**, Director of Bands, 512-841-2025 or

**Raul Escobedo**, Associate Band Director, 512-841-2181

# Classical Guitar

**Website:** [www.lamarmiddleschool.org/classical-guitar](http://www.lamarmiddleschool.org/classical-guitar)

The Lamar Fine Arts Academy offers three levels of Classical Guitar:

- **Beginning Classical Guitar:** The primary focus of this ensemble is for players to develop correct technique and advance their ability to express themselves musically. The goal of the ensemble is to prepare students to play in the Intermediate Classical Guitar Ensemble.
- **Intermediate Classical Guitar:** The intermediate classical guitar ensemble focuses on further developing the necessary skills for music making such as physical technique and music reading while playing increasingly complex repertoire beautifully and expressively.
- **Advanced Classical Guitar:** This performing ensemble contains the top classical guitar players at Lamar Fine Arts Academy. The ensemble studies challenging pieces requiring high degrees of independence from all musicians. This group will represent Lamar Fine Arts Academy at the UIL Concert and Sightreading Festival. They will be the representative ensemble for ALL AISD and Austin Classical Guitar (ACG) events. A limited number of sixth grade students with guitar experience will be eligible to audition for this group.

## Goals

1. **Performance/Practice:** To develop skills and practice habits in guitar playing in order to perform expressively with beautiful tone, rhythm, phrasing, articulation, dynamics, style and intonation.
2. **Listening:** To become sensitive listeners and to describe music intelligently through words.
3. **Musicianship:** To understand musical structures and ideas including but not limited to notation, theory, and music in relation to history and culture.
4. **General Procedures:** Follow daily rehearsal procedures. Attend all performance obligations listed in the school instrumental music calendar. Meet individual responsibilities for the care and maintenance of his/her instrument and music.

## Classical Guitar Major Academy Requirements

- \_\_\_ Perform a solo at Classical Guitar Solo and Ensemble each year
- \_\_\_ Enroll in the year-long classical guitar class
- \_\_\_ Attend two Fine Art performances/events (other than performances/events in which you are performing in) per semester. At least one must be a Lamar Fine Arts performance/event.
- \_\_\_ Maintain passing grades in all subjects and at least a B average in Classical guitar.

For additional information, please do not hesitate to contact the Lamar Classical Guitar Director:

**David Conger**, Classical Guitar, [david.conger@austinisd.org](mailto:david.conger@austinisd.org)

Class phone: 512-841-5956



# Dance

**Website:** [www.lamarmiddleschool.org/dance](http://www.lamarmiddleschool.org/dance)

[www.lamardance.org](http://www.lamardance.org)

*Dance education in Texas schools provides all students with the opportunity to acquire a comprehensive knowledge of dance as an art form. Students learn and refine dance skills and techniques in class and in performance, study the historical and cultural significance of dance and its evolution as an art form, and evaluate personal work and the work of others. (Dance Curriculum Framework, Center for Educator Development in Fine Arts)*

The Lamar Fine Arts Academy offers a variety of dance studies:

- **MS Dance 1:** Yearlong course for PE credit that offers a broad overview. The curriculum focuses on the Elements of Dance, Ballet, World, and Jazz dance. Students will learn basic skills and techniques to begin their dance education as well as dance history, vocabulary, and theory. No performance is required, however, there are performance opportunities for those interested.
- **MS Dance 2:** Yearlong course for PE credit, open to 7<sup>th</sup>/8<sup>th</sup> graders who have completed MS Dance 1 or dance majors of any grade level. The curriculum will focus on Ballet, Jazz, and Contemporary/Modern with a required Fall and Spring performance.
- **MS Dance 3:** Yearlong course for PE credit – instructor approval/audition required for 7<sup>th</sup>8<sup>th</sup> graders or dance majors of any grade level. The curriculum will include Ballet, Jazz, Tap, Contemporary/Modern, and Choreography/Dance Production with a required Fall and Spring show.
- **Ballet:** Yearlong course for PE and/or Fine Art credit, open to 7<sup>th</sup>/8<sup>th</sup> graders who have completed MS Dance 1 or dance majors of any grade level. The curriculum will focus on Classical Ballet technique, vocabulary, and history with a required Fall and Spring performance.
- **Dance Company:** Yearlong course for PE credit with an emphasis on performance qualities – audition required for 7<sup>th</sup>/8<sup>th</sup> grade only. The curriculum will include Ballet, Jazz, Contemporary/Modern, and Choreography/Dance Production with various performances throughout the school year in addition to the required Fall and Spring Concerts.

## Dance Major Academy Requirements

- \_\_\_ Enroll in the year-long dance class (as placed by Dance Directors)
- \_\_\_ Attend two Fine Art performances/events (other than performances/events in which you are performing in) per semester. At least one must be a Lamar Fine Arts performance/event.
- \_\_\_ Perform in both dance productions (1 each semester)
- \_\_\_ Maintain passing grades in all subjects and at least a B average in dance.

For additional information, please do not hesitate to contact the Lamar Dance Faculty:

**Natalie Reed**, Director of Dance, [Natalie.reed@austinisd.org](mailto:Natalie.reed@austinisd.org)

**Emily Roe**, Director of Dance, [Emily.roe@austinisd.org](mailto:Emily.roe@austinisd.org)

**Natalia Luna**, Director of Dance, [Natalia.luna@austinisd.org](mailto:Natalia.luna@austinisd.org)

**Julia Julian**, Ballet Teacher, [Julia.julian@austinisd.org](mailto:Julia.julian@austinisd.org)

Studio Phone: 512-841-5955

# Digital Arts & Media

**Website:** [www.lamarmiddleschool.org/digital-arts-media](http://www.lamarmiddleschool.org/digital-arts-media)

The Digital Arts and Media program is designed to introduce students to the fundamentals of digital media creation. The program is divided into three sections, each complimenting the other. The program aims to enhance computer literacy, to analyze current and emerging technologies, and to challenge the student to produce unique and creative multimedia projects. Each course offers students the opportunity to develop as an artist while participating in the shared experience of film production.

The Lamar Digital Arts and Media program offers the following courses:

**Photography I:** Students will learn all aspects of photography from setting up a shot artistically to delivering products in a competitive market. It is taught in a computer lab using appropriate software such as Photoshop and Lightroom (Digital Darkrooms). Student will be expected to develop an understanding of photography in both industry and creative arts with a focus on creating quality photographs (yearlong).

**Photography II: Advanced Digitally Created Photographs:** (prerequisite: Photography I) Students will learn advanced features of Adobe Photoshop to enhance their digital photographs (semester long class).

**Photography II: Advanced Camera and Equipment:** (prerequisite: Photography I) Students will learn advanced digital camera skills including working with the histogram, hand-held meters, raw images, lighting techniques, studio photography and more (semester long class).

**Multimedia/Animation I:** Students create multi-media projects (animation, short movies, Claymation) as well as computer and media literacy, history of animation, project management through flip-books and Photoshop animation (yearlong class).

**Multimedia/Animation II:** (prerequisite: Media/Animation I) Continue developing media production skills: workflow of audio/video production through storyboarding, screen writing, cinematography, lighting, audio production and editing (yearlong class).

## Digital Arts and Media Option I

- 1 – Photography I - yrlong
- 2 – Multimedia/Animation I - yrlong
- 3 – Multimedia/Animation II - yrlong

OR

## Digital Arts and Media Option II

- 1 – Photography I - yrlong
- 2 – Photography II (Adv. Camera & Equip)  
& Photo II (Adv. Dig. created) - semester
- 3 – Multimedia/Animation II - yrlong

## Digital Arts & Media Major Academy Requirements

- \_\_\_\_\_ Year long enrollment (each year) in a digital media class.
- \_\_\_\_\_ Participation in at least one annual event: Jr. VASE, ATPI competition, Digital Arts and Media Festival (AISD)
- \_\_\_\_\_ Attend two Fine Art performances/events (other than performances/events in which you are performing in) per semester. At least one must be a Lamar Fine Arts performance/event.
- \_\_\_\_\_ Maintain passing grades in all subjects and at least a B average in Digital Arts classes.

For additional information, please do not hesitate to call the Lamar Digital Arts & Media Faculty:

**Virginia Rowland**, Multimedia/Animation, Photography Teacher, 512-841-0534

**Rachel McNeil**, Photography Teacher, 512-841-0664

**William Mangum**, Photography, Video Games, Multimedia/Animation, 512-841-0412

# Orchestra

**Website:** LamarFineArtsAcademyOrchestra.weebly.com **Youtube:** Lamar MS Orchestra

The Lamar Fine Arts Academy Orchestra program, under the direction of Ms. Tara Kizer, is an award-winning program with a long history of excellence. The Orchestra program at Lamar proudly offers students a diverse range of musical experiences and opportunities.

## Orchestra Classes

The following classes are available to Orchestra students:

- **Symphony Orchestra**—Entry into this Orchestra is by audition only. This ensemble serves as our Varsity Orchestra in all competitions and represents the Orchestra program at Lamar at all showcases and other Fine Arts academy events.
- **Concert Orchestra**—This Orchestra is made up of students with at least one year of playing experience. It is the Non-Varsity Orchestra at all competitions.
- **Beginning Orchestra**— This Orchestra is for beginners and no music experience is needed. This class provides the foundation for all of the other orchestras.
- **Chamber Ensembles**--- This course consists of two quartets, selected by the director based on the results of the Symphony auditions of the previous year. These groups work alongside the Austin Chamber Music Center and participate in the ACMC concerts as well as chamber music competitions.
- **Lamar Fiddlers** – This ensemble provides students with the opportunity to learn fiddle tunes from around the world by ear. The main repertoire consists of Old Time and Celtic fiddle tunes, supplemented with cultural and historical background. This ensemble performs “gigs” at local venues and represents the Orchestra program at school- and districtwide events. Open only to students who are concurrently involved in either Concert or Symphony Orchestra.
- **Rockestra** – This ensemble gives students the opportunity to perform in a rock band environment. The repertoire consists primarily of covers of classic rock songs, and students have the opportunity to shape the class based on their own musical preferences. This course also provides introductory instruction in rock music theory, improvisation, arrangement, and composition. This club is open to students concurrently enrolled in Concert or Symphony.

## Orchestra Major Academy Requirements

- \_\_\_ Perform a solo at Orchestra Solo and Ensemble each year
- \_\_\_ Prepare Region 18 Orchestra audition music (students are required to attend the audition their 8<sup>th</sup> grade year)
- \_\_\_ Attend two Fine Art performances/events per semester. At least one is Lamar Fine Arts performance/event.
- \_\_\_ Maintain passing grades in all subjects and at least a B average in Orchestra class(es)

### Recommendations

- Private lesson enrollment
- Minimum of 45 minutes daily practice
- Participation in Orchestra/Theory/Chamber Music/Fiddle/etc summer camps

For additional information, please do not hesitate to email the Lamar Orchestra Faculty:

**Tara Kizer**, Orchestra Director, [tara.kizer@austinisd.org](mailto:tara.kizer@austinisd.org) – 512-841-1373

# Theatre Arts

**Website:** [www.lamarmiddleschool.org/theatre-arts](http://www.lamarmiddleschool.org/theatre-arts)

The Theatre at Lamar Fine Arts Academy is a 3-year high school preparatory program in the theatre arts. We emphasize creating a well-rounded student artist who feels comfortable in their own skin, and has confidence in their creative abilities. The performance and problem solving skills students learn in theatre help them not only in the performance sphere but in every aspect of business, education, leadership, and community service. As Stella Adler once reflected, "The theatre was created to tell people the truth about life and the social situation." The tools learned in theatre can help students change their reality.

Theatre offerings are broken down into year-long beginning, intermediate, and advanced production classes. Students majoring in theatre will be leveled by ability based on their audition. All other incoming students at Lamar will start with a beginning course and work their way up as their ability level dictates.

As a department we produce at least two one-act mainstage shows each year, as well as one school-wide spring musical. We also represent Lamar at the spring AISD drama festival where students compete in individual and small group performances. These opportunities are supplemented by class-created performances of monologues and scenes to build their audition repertoire and experience level. The stage is our laboratory for students to practice the skills they learn in class every day and the results are outstanding!

## Theatre Arts Classes

- **Introduction to Performance**—is offered as a yearlong class, and is open to 6<sup>th</sup> and 7<sup>th</sup> grade students.
- **Introduction to technical theatre** —is offered as a yearlong class, and is open to all students.
- **Musical theatre**— is a year-long class open to 7<sup>th</sup> and 8<sup>th</sup> grade students.
- **Advanced performance** - is offered as a yearlong class, and is open to 7<sup>th</sup> and 8<sup>th</sup> grade students.
- **SPOTLIGHT** —is offered as a yearlong class, and is open to 7<sup>th</sup> and 8<sup>th</sup> grade students.

## Theatre Arts Major Academy Requirements

- \_\_\_ Year-long Theatre course every year
- \_\_\_ Attend two Fine Art performances/events (other than performances/events in which you are performing in) per semester. At least one must be a Lamar Fine Arts performance/event.
- \_\_\_ Other specific expectations articulated in class syllabi, guidelines, and grading rubrics throughout the semester
- \_\_\_ Maintain passing grades in all subjects and at least a B average in Theatre Arts

For additional information, please do not hesitate to call the Lamar Theatre Arts Faculty:

**Le Easter**, Theatre Director, 512-841-1285  
**James Young**, Theatre Teacher, 512-841-5963

# Visual Arts

**Website:** [www.lamarmiddleschool.org/visual-arts](http://www.lamarmiddleschool.org/visual-arts)

The Visual Arts Program at Lamar Fine Arts Academy focuses on the development of technical skills in a variety of media. In the art program, students will learn new techniques and sharpen their skills while exploring artists and art history. Areas of visual art studies are: drawing, painting, ceramics, printmaking, screen-printing, 2D/3D design, sculpture and found art.

## Visual Arts Classes

- **Art 6**—is offered as a yearlong class, and is open to 6<sup>th</sup> grade students.
- **VADA 6** – Visual and Digital Arts courses taught with 2 art teachers through the studio and digital arts lab. Teachers will use flexible scheduling to combine studio and digital art.
- **VADA 7** - Visual and Digital Arts courses taught with 2 art teachers through the studio and digital arts lab. Teachers will use flexible scheduling to combine studio and digital art.
- **Art 7**—is offered as a yearlong class, and is open to 7<sup>th</sup> grade students.
- **Art I**— is a year-long class open to 8<sup>th</sup> grade students. This course will prepare students who plan on taking art in High school or who would like to work more independently, and with a variety of media. This is a high school credit class.

### Visual Arts Option I

OR

### Visual Arts Option II

1 – Art 6 - yrlong

1 – 6<sup>th</sup> gr VADA - yrlong

2 – Art 7 - yrlong

2 – 7<sup>th</sup> gr VADA - yrlong

3 – Art I - yrlong \*

3 – Art I – yrlong \*

\*High school credit by exam

## Visual Arts Major Academy Requirements

\_\_\_ Participate in middle school Visual Arts Scholastic Event (Jr. VaSE) each year

\_\_\_ If student does not participate in Jr. VaSE, the student will be placed on probation the following school year.

\_\_\_ Attend two Fine Art performances/events (other than performances/events in which you are performing in) per semester. At least one must be a Lamar Fine Arts performance/event.

\_\_\_ Participate in the Spring Arts Festival at the end of the year.

\_\_\_ Maintain passing grades in all subjects and at least a B average in Visual Arts

\_\_\_ Enroll in year-long Visual Arts class each year

For additional information, please do not hesitate to call the Lamar Visual Arts Faculty:

**Sara Massey**, Art Teacher, 512-841-0667

## Vocal Music

**Website:** <http://lamarchoir.webs.com>

There are many opportunities to participate in vocal music at the Lamar Fine Arts Academy. The following courses are offered for vocal majors:

***Beginning Treble Choir – “Purple Pups”***

Beginning choir class that focuses on music theory, sight reading, music history and beginning choir repertoire.

***Intermediate Boys Choir—“Top Dawgs”***

The Top Dawgs are an audition-only group consisting of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade boys, which will have a focus in repertoire, and vocal and choral technique, while continuing their curriculum from the Beginning Choir. The students will perform in at least four scheduled concerts including the homecoming performance, Winter Concert, UIL, and Spring Show. They sometime combine with the Scottie Singers for a mixed choral sound. They also have the opportunity to participate in the All-City Choral Festival as well as a winter performance for Lamar’s feeder elementary schools.

***Advanced Treble Choir—“Scottie Singers”***

Scottie Singers consists of a select group of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade girls selected through an audition process during the previous year. These students will work on advanced repertoire and choral technique. Scottie Singers will perform in at least four scheduled concerts including the winter concert, UIL, and Spring Show. This group also participates in other “gigs” that surface throughout the year; i.e. Chuy’s Christmas Parade, Capitol Tree Lighting, caroling at Rosedale, etc. They also have the opportunity to participate in the All-City Choral Festival as well as a winter performance for Lamar’s feeder elementary schools.

***Intermediate Treble Choir—“Doggie Dames”***

Consisting of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade girls, this choir will have a focus in repertoire, vocal and choral technique, while continuing their curriculum from

Beginning Choir. These students have the opportunity to participate in the All-City Choral Festival, Solo and Ensemble, UIL Concert & Sight-Reading

Contest, and TMEA sponsored activities. The students will perform in at least three scheduled concerts including the Winter Concert, UIL and Spring Show.

***Intermediate/Advanced Musical Theatre***

Students will explore the many facets of musical theatre through performance and research. Through performing, viewing, analyzing and critiquing musical theatre productions, the student will have a greater understanding of what makes an effective musical theatre performance and develop acting, vocal, and movement skills to improve their own work in theatre. This class is team-taught by Ms. Starkey and Ms. Easter. All musical theatre students are required to be involved in the annual school musical – either as a cast member or on the crew.

### Vocal Music Major Academy Requirements

- \_\_\_ Enrollment in UIL competing ensemble as eligible
- \_\_\_ Participate in Choir UIL Solo and Ensemble (7<sup>th</sup> and 8<sup>th</sup> grade years)
- \_\_\_ Audition for TMEA Region Choir (7<sup>th</sup> and 8<sup>th</sup> grade years)
- \_\_\_ Attend two Fine Art performances/events (other than performances/events in which you are performing in) per semester. At least one must be a Lamar Fine Arts performance/event.
- \_\_\_ Maintain passing grades in all subjects and at least a B average in Vocal Arts class(es)

For additional information, please do not hesitate to email the Lamar Vocal Arts Faculty:

## REQUIRED PRODUCTION ATTENDANCE FORM

STUDENT'S NAME: \_\_\_\_\_ FA STRAND: \_\_\_\_\_

CIRCLE THE SEMESTER:    FALL        SPRING

All Fine Arts Academy Majors are required to attend two (2) concerts/productions each semester; one (1) of which should be another Lamar FA strand production – performing in another strand's production **WILL NOT** count for credit.

If you are attending a production in the community, attaching a ticket and/or program in lieu of a signature will work. This form should be completed and turned in by the Friday of the last full week of each semester.

### Lamar MSFAA Production:

Circle one:

Art    Band    Choir    Guitar    Orchestra    Piano    Theater    Dance

Title of Production:

\_\_\_\_\_

Production Director/Admin. Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Lamar or Non-Lamar Production:

Circle one:

Art    Band    Choir    Guitar    Orchestra    Piano    Theater    Dance

Title of Production:

\_\_\_\_\_

Production Director/Admin. Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\* TO BE TURNED IN TO THE STUDENT'S ADVISOR\*\*\*\*



## Lamar MS Fine Arts Academy Student Removal Process

A Fine Arts Academy student may be removed from the Fine Arts Academy for one or more of the following reasons:

\_\_\_\_\_Lack of academic achievement

\_\_\_\_\_Excessive absences/truancy issues

\_\_\_\_\_Failure to abide by student code of conduct

\_\_\_\_\_Failure to meet the requirements of the fine arts strand in which the student is a major

1. PROBATION: FAA Advisor or coordinator will hand the student and email the guardian a probationary letter informing them that the student is not meeting one or more of the above requirements. The probationary letter will be signed by the FAA coordinator, the student's FAA advisor and the student. This letter will describe the conditions that must be met during the probationary period in order to remain in the FAA. The parent will receive a copy of the signed probationary letter via email from the FAA coordinator. At the end of the probationary period, the FAA coordinator will inform the student and guardian of the student's status.
2. Students that meet the probationary requirements will return to good standing and a good standing letter will be delivered to the student. Students that fail to meet the probationary requirements will be removed from the FAA. Students that are placed on probation more than twice in a school year will be removed from the FAA.
3. Students and parents will be notified through a parent conference of the student's standing following the probationary period. Parents may waive the right to meet in person and receive the information by phone and email.

**If the student is on a FAA transfer and is removed from the FAA, he/she will return to their home school the following semester. Students removed from the FAA may not reapply at a later time.**

# **Fine Arts Academy**

## **Campus Applicant Information**

# Audition Information

- Auditions will be granted to ALL students submitting a completed AISD Middle School Choice Common application (on-line) AND LMSFAA additional information pages 25-30 (paper copy) to the Lamar FAA office by **February 9, 2018**
- Auditions will be conducted **Saturday, February 24, 2018**, beginning in the Lamar cafeteria. Students who have completed and submitted the AISD Middle School common application (on-line at AISD website) by **February 9, 2018** AND LMSFAA additional information (will be provided the link upon submission of AISD common application) will be notified by email (to the email address on the application) of their audition time by or before February 16, 2018. (HARD COPY OF COMMON APPLICATION AND LMSFAA ADDITIONAL INFORMATION WILL BE AVAILABLE ON AISD AND LMSFAA WEB PAGES)
- Audition and portfolio information can be found on pp 20-24 of this handbook
- Audition rubrics can be found on pages 31-40 of this handbook – ***please look at these rubrics to prepare for your audition.***

**Students recommended by their auditioning teacher must also meet the following criteria in order to gain acceptance into the FAA:**

- A/B student in previous and current school year based on last year's and this year's most current report cards
- Met minimum requirements on the STAAR or equivalent assessment in both Reading and Mathematics
- Met the daily attendance requirement of at least 90% for the previous and current school year
- Had no serious or persistent misbehaviors for the previous or current school year

**IMPORTANT! PLEASE CHECK YOUR SPAM INBOX FOR EMAILS FROM LMSFAA BEFORE CONTACTING US.**

## **Art Portfolio Requirements and On-Site Assessment Info.**

**Art Portfolio:** Bring a minimum of 5 – 8 current pieces of art including:

- Examples of your work including 2D (drawings and/or paintings from observation or abstract), printmaking, sculpting, ceramics, mobiles, screenprinting, and found art

**(PLEASE BRING A PHOTOGRAPH OF 3D PROJECTS FROM 3 ANGLES – NOT THE PROJECT ITSELF)**

- Self-portrait (Draw yourself from a mirror or photograph)
- Drawings or Paintings from observation. Possible subjects include: objects in your home arranged into a still life, draw the corner of your room, a portrait of your pet, a still life using objects from nature (such as leaves, pine-cones, shells), draw a landscape (your backyard, your house) and/or figure drawings.
- Auditions will include an interview, an impromptu drawing and spatial awareness skill assessment. At the audition, your portfolio samples will be placed on a table and photographed for later examination by the visual arts teachers.

**\*\* IMPORTANT:**

**ALL ITEMS YOU BRING IN YOUR PORTFOLIO MUST FIT WITHIN A 70" x 30" SPACE ON THE TABLE\*\***

Audition rubrics can be found on pages 31-40 of this handbook – ***please look at these rubrics to prepare for your audition.***

## Digital Arts and Media Portfolio and On-Site Assessment Info.

Students are encouraged to submit current digital media work. This can include work you have produced or a project on which you worked.

□ Examples of work may be: a film, photographs, an animation project, a digital collage, etc. Please limit submissions to five works; place submissions on a thumb drive and bring to interview.

We will be able to view work samples developed using the following programs. Bring your own device if you are using a different application.

- iMovie
- Adobe Premier
- Adobe Photoshop
- Final Cut Pro
- Adobe Flash
- ProTools
- Garage Band

Students will also be asked to make a storyboard from a given prompt AND watch and critique a short animation.

Audition rubrics can be found on pages 31-40 of this handbook – **please look at these rubrics to prepare for your audition.**

## Music Auditions

**Band:** Incoming 6<sup>th</sup> graders must bring a recorder if they don't have an instrument of choice – be prepared to perform a 14 measure solo of your choice. Incoming 7<sup>th</sup> and 8<sup>th</sup> graders can bring an instrument of their choice – be prepared to play the excerpt attached to the Band Audition Rubric and 3 Concert Major Scales: F, Bb, Eb and Ab with arpeggio. Please ask your current Band Director/Private Tutor for help. Students interested in auditioning for percussion must have at least 3 years of experience in Piano. **(Drumsets are not used for auditions)**

**Classical Guitar:** Students who wish to audition for the classical guitar program must have previous experience with classical guitar performance and technique. Beginning students must be prepared to play a single line melody or bass line in first position. Intermediate students must play a solo of similar difficulty to Pendulum Waltz by Matthew Hinsley. Advanced students must play a solo at least as difficult as Light and Dark by Matthew Hinsley.

**Orchestra:** Instrumentalists who audition for orchestra must bring their instrument and two copies of the music and perform a prepared solo. It is not necessary to memorize the solo. There will be a sight-reading requirement at the audition. Your UIL solo or music you have prepared with your private instructor are excellent choices of audition material. Instruments include: violin, viola, cello, and double bass.

**Vocal:** All students auditioning for the Vocal Major will be asked to sing the first verse of “America (My Country ‘Tis of Thee)”. Sheet music and practice tracks can be found at [www.lamarchoir.com](http://www.lamarchoir.com). Further, students will be asked to sight-read an 8-measure excerpt of music. Students will demonstrate their vocal ability (range, tone, pitch) through vocalization exercises and pitch matching exercises.

Audition rubrics can be found on pages 31-40 of this handbook – **please look at these rubrics to prepare for your audition.**

## Dance Auditions

Auditions will consist of a workshop in which the dance directors and outgoing dance majors will lead auditioning students through a ballet barre, modern center, and jazz across-the-floor combinations. In addition to the taught choreography, students should come prepared with a solo to perform; no less than 45 seconds and no longer than 60 seconds. Dancers may choose whatever style of dance and music (school appropriate) to perform for their solo. Music must be provided by the auditioning student on either a CD or personal MP3 player (i.e. phone, ipod, tablet, etc.) Following each performance, the director will conduct a short interview with candidates in order to gauge student commitment and prior experience. The workshop should last around 2 hours depending on the number of students auditioning. Students should come wearing ALL BLACK, preferably dance attire, with hair pulled back out of the face and off the neck. Please remove all jewelry prior to the audition as well.

- **Part 1: Ballet barre, modern center, and jazz across-the-floor combinations**
- **Part 2: Solos (45-60 seconds in length)**
- **Part 3: Interview**

Audition rubrics can be found on pages 31-40 of this handbook – **please look at these rubrics to prepare for your audition.**

## Theatre Arts Auditions

Auditions will consist of a workshop in which the theatre teacher will lead auditioning students through various exercises and theatrical games, as well as a cold reading and a brief interview with the student. The workshop allows the teacher to gauge a student's level of comfort working with a group or in front of one, as well as their level of creativity and ability to think outside the box. The workshop should last around 2 hours depending on the number of students auditioning.

**Part 1: Theatre Exercises**

**Part 2: Memorized monologue (options provided by teacher at the December 9 Information session or contact Ms. Easter at [le.easter@austinisd.org](mailto:le.easter@austinisd.org))**

**Part 3: Cold reading/partner scene - ensemble**

**Part 4: Brief interview**

### **Instructions before auditions:**

- 1. Wear appropriate and comfortable clothes to the audition. No jeans, short skirts, flip flops, high heels or loose jewelry.**
- 2. The audition will begin with a brief physical warm up and theatre exercises that require movement.**
- 3. Presentation of a prepared, memorized, one-to-three minute monologue.**
- 4. Performance of an improvisation and cold reading to you by the instructor at the audition.**
- 5. The students will be asked to read a passage aloud to assess their reading skills.**

Audition rubrics can be found on pages 31-40 of this handbook – **please look at these rubrics to prepare for your audition.**



# FAA Additional Information

(All applicants must complete pp 25-30)

Student Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

(Last Name, First Name)

Check the Major for which you are applying:

Band     Classical Guitar     Dance     Digital Arts & Media  
 Orchestra     Theatre Arts     Visual Arts     Vocal Music

## ADDITIONAL INFORMATION CHECKLIST

If submitting hard copy, please submit the following items in the order listed. DO NOT STAPLE. *Use a paperclip.*

Mail or deliver to:

Lamar Middle School – Fine Arts Academy  
Attn: Ingrid McDonald  
6201 Wynona Ave., Austin, TX 78757

AISD Middle School Choice Program Intent on-line form at <https://www.austinisd.org/magnet-application>

Additional information for Lamar FAA (pp 26-30)

Last year's report card (included in online Program Intent form for AISD students)

Most current report card (included in online Program Intent form for AISD students)

Most recent STAAR test scores or equivalent assessment for READING and MATHEMATICS (included in online Program Intent form for AISD students)

The following items are to be submitted ***by teachers***:

- Fine Arts Teacher recommendation form (for the major for which you are applying) - APPLICANT MUST REQUEST THIS ONLINE OR GET IT FROM THE PRIVATE TEACHER

***\* DO NOT SUBMIT PORTFOLIOS WITH APPLICATION – Bring portfolio to audition\****

**Both signatures are required. (By signing this document, you agree to meet all LMSFAA requirements for your major should you be accepted into the FAA.)**

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## FAA Additional information

Application - Please Print – **Due Date – no later than February 9, 2018**

Applicant Legal name: \_\_\_\_\_  

Last
First
M.I.

Current Grade: (circle or check one)    5<sup>th</sup>    6<sup>th</sup>    7<sup>th</sup>

AISD Student ID#: \_\_\_\_\_ *OR, if none*, Social Security # \_\_\_\_\_

Student Address: \_\_\_\_\_ Apt. # \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

**\*\*\* IMPORTANT\*\*\* PROOF OF RESIDENCE WITHIN AISD BOUNDARIES MUST BE PROVIDED (IF REQUESTED) BY FEB. 9, 2018  
 – OTHERWISE, AUDITIONS WILL NOT BE SCHEDULED.**

Parent/Guardian 1 Name: \_\_\_\_\_  

Last
First

Parent/Guardian 2 Name: \_\_\_\_\_  

Last
First

Parent/Guardian 1:  
 Work phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Parent/Guardian 2:  
 Work phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Current School Attending: \_\_\_\_\_

Is your home address in the Lamar attendance zone? \_\_\_\_ YES    \_\_\_\_ NO

Will you be requesting a transfer to Lamar through the Fine Arts Academy? \_\_\_\_ YES    \_\_\_\_ NO

Circle major for which you are applying:    Band    Classical Guitar    Dance    Digital Arts    Orchestra  
Theatre Arts    Visual Arts    Vocal Arts

**Students that can attend Lamar through a priority transfer should secure that transfer during the January timeframe. Those students trying to attend Lamar through a Fine Arts Academy transfer must complete the Fine Arts Academy application process and be accepted to the Fine Arts Academy. The Fine Arts Academy application process takes the place of the district general or curriculum transfer process. All Fine Arts Academy applicants will be notified of their acceptance/denial into the Fine Arts Academy by February 28, 2018°**

**Student Name:** \_\_\_\_\_ **Current Grade:** \_\_\_\_\_  
(Last Name, First Name)

## **FAA Additional information**

**MAJOR ESSAY Requirement:** *Using the space below, describe your experience in the major for which you are applying. Things which may be included below are: How is this major important to you? When did you first start to like this major? What is your favorite style/area within this major and why? Who is your favorite (artist, musician) and why? (You may use font size of 10 or greater and single-line spacing or you may write by hand)*

## ***FAA Additional information***

Complete the following boxes for fine arts experiences outside of your major:

(Check all that apply )

Band       Orchestra       Instrument Ensemble (Classical Guitar/Piano)

1. List instruments you have played and for how long.
  
2. List other experiences in this area (examples - Austin Youth Orchestra, private lessons, UT String project, Austin Chamber Music Center) and for how long.

### **Choral Music (Choir)**

1. List experiences and/or trainings you have participated in (examples - summer choir camp, Conspirare Childrens Choir, Austin Lyric Opera, private lessons, experience at elementary school) and for how long.
  
2. Recognitions/Awards (what and when) -

### **Theatre Arts**

1. List experiences and/or trainings you have participated in (examples – community theatre program, summer acting camp, private lessons, experience at elementary school) and for how long.
  
2. Recognitions/Awards (what and when) -

Student Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

(Last Name, First Name)

### ***FAA Additional information***

#### **Dance**

- 1. List experiences and/or trainings you have participated in (examples - summer dance camp, Ballet Austin, private lessons) and for how long.**
  
- 2. Recognitions/Awards (what and when) -**

**Visual Arts**

**1. Please check each media below that you have had experience with:**

\_\_\_ **Drawing – for how long?** \_\_\_\_\_

\_\_\_ **Painting – for how long?** \_\_\_\_\_

\_\_\_ **Ceramics – for how long?** \_\_\_\_\_

\_\_\_ **Print making – for how long?** \_\_\_\_\_

\_\_\_ **Screen printing – for how long?** \_\_\_\_\_

\_\_\_ **2D/3D Design – for how long?** \_\_\_\_\_

\_\_\_ **Sculpture – for how long?** \_\_\_\_\_

\_\_\_ **Found Art – for how long?** \_\_\_\_\_

**2. List experiences and/or trainings you have participated in (examples – summer art camp, private lessons, experience at elementary school, competitions, exhibits) and for how long.**

**3. Recognitions/Awards (what and when) -**

**Student Name:** \_\_\_\_\_ **Current Grade:** \_\_\_\_\_  
(Last Name, First Name)

## ***FAA Additional information***

### **Digital Arts & Media**

1. Please check each software below that you have had experience with:

\_\_\_ iMovie – for how long? \_\_\_\_\_

\_\_\_ Adobe Premier – for how long? \_\_\_\_\_

\_\_\_ Adobe Photoshop – for how long? \_\_\_\_\_

\_\_\_ Final Cut Pro – for how long? \_\_\_\_\_

\_\_\_ Adobe Flash – for how long? \_\_\_\_\_

\_\_\_ Avid Media Composer – for how long? \_\_\_\_\_

\_\_\_ ProTools – for how long? \_\_\_\_\_

\_\_\_ Garage Band – for how long? \_\_\_\_\_

\_\_\_ Other \_\_\_\_\_ – for how long? \_\_\_\_\_

1. List experiences and/or trainings you have participated in (examples – summer art camp, private lessons, experience at elementary school, competitions, exhibits) and for how long.

2. Recognitions/Awards (what and when)

# Band Audition Rubric

Evaluators Initials \_\_\_\_\_

\_\_\_\_\_      \_\_\_\_\_  
Total score    Overall rank

Student: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Audition #: \_\_\_\_\_

|   |              |
|---|--------------|
| <p><b>Audition criteria – incoming 6<sup>th</sup> graders must bring a recorder if you don’t have an instrument of choice. Prepare a solo with sheet music (minimum 14 measures). Incoming 7<sup>th</sup> and 8<sup>th</sup> graders can bring an instrument of their choice – be prepared to play an excerpt (music listed below for each instrument) and Concert Major Scales: F, Bb, Eb, Ab with arpeggio.</b></p>   | <b>Score</b> |
| <p><b>Tone quality –</b><br/> <b>4 points:</b> Characteristic, supported<br/> <b>3 points:</b> Characteristic<br/> <b>2 points:</b> Uncharacteristic at times<br/> <b>1 point:</b> Often loses focus or support</p>   |              |
| <p><b>Notes and intonation –</b><br/> <b>4 points:</b> Notes are accurate, good intonation<br/> <b>3 points:</b> 2 notes missed. Acceptable intonation<br/> <b>2 points:</b> 3-4 notes missed, predictable intonation problems<br/> <b>1 point:</b> Several notes, or key signature missed, Serious intonation problems</p>   |              |
| <p><b>Technical Facility and Articulation –</b><br/> <b>4 points:</b> Fingers move smoothly and easily. Articulation clean/accurate<br/> <b>3 points:</b> Minor fingering glitches. Articulation accurate but muddly at times<br/> <b>2 points:</b> Fingers move less easily in outer registers. Fingers and tonguing not accurate<br/> <b>1 point:</b> Major glitches in fingering patterns. Articulation inaccurate.</p>  |              |
| <p><b>Pulse and Rhythm –</b><br/> <b>4 points:</b> Maintains steady pulse. Rhythms are accurate.<br/> <b>3 points:</b> Maintains steady pulse. 1 rhythm misplayed.<br/> <b>2 points:</b> Pulse not steady. 1 rhythm repeatedly missed.<br/> <b>1 point:</b> Pulse not steady, 2+ rhythm patterns missed.</p>  |              |
| <p><b>Phrasing –</b><br/> <b>4 points:</b> Gives shape to phrases, breathes in musically appropriate places.<br/> <b>3 points:</b> Conveys sense of phrases, breathes in musically appropriate places.<br/> <b>2 points:</b> Limited organization of music into phrases, breathes as needed.<br/> <b>1 point:</b> Notes not organized into phrases, breathes as needed</p>  |              |
| <p><b>Musicianship –</b><br/> <b>4 points:</b> Appropriate tempo established, appropriate style conveyed, high level of emotional involvement.<br/> <b>3 points:</b> Appropriate tempo established, appropriate style not maintained, emotional involvement recognizable.<br/> <b>2 points:</b> Appropriate tempo not maintained, inappropriate style established, limited emotional involvement.<br/> <b>1 point:</b> Appropriate tempo not established, no obvious attention to musical style, emotional involvement not apparent</p> |              |
| <b>Total points (out of 24 possible points)</b>   |              |

Teacher recommended level band – \_\_\_\_\_ Instrument \_\_\_\_\_



Music for incoming 7<sup>th</sup> and 8<sup>th</sup> graders who already play an instrument

Excerpt #1 ♩ = 152 Flute

Musical notation for Flute Excerpt #1, consisting of two staves. The first staff is marked *p* and the second staff is marked *f*. The music is in 4/4 time with a key signature of two flats (B-flat and E-flat).

Excerpt #1 ♩ = 152 Oboe

Musical notation for Oboe Excerpt #1, consisting of two staves. The first staff is marked *p* and the second staff is marked *f*. The music is in 4/4 time with a key signature of two flats (B-flat and E-flat).

Excerpt #1 ♩ = 152 Clarinet/Trumpet/Horn

Musical notation for Clarinet/Trumpet/Horn Excerpt #1, consisting of two staves. The first staff is marked *p* and the second staff is marked *f*. The music is in 4/4 time with a key signature of two flats (B-flat and E-flat).

Excerpt #1 ♩ = 152 Saxophone

Musical notation for Saxophone Excerpt #1, consisting of two staves. The first staff is marked *p* and the second staff is marked *f*. The music is in 4/4 time with a key signature of two flats (B-flat and E-flat).

Excerpt #1 ♩ = 152 Bassoon/Trombone/Euphonium/Baritone

Musical notation for Bassoon/Trombone/Euphonium/Baritone Excerpt #1, consisting of two staves. The first staff is marked *p* and the second staff is marked *f*. The music is in 4/4 time with a key signature of two flats (B-flat and E-flat).

Excerpt #1 ♩ = 152 Tuba

Musical notation for Tuba Excerpt #1, consisting of two staves. The first staff is marked *p* and the second staff is marked *f*. The music is in 4/4 time with a key signature of two flats (B-flat and E-flat).

Page two - Music for incoming 7<sup>th</sup> and 8<sup>th</sup> graders who already play an instrument

Excerpt #1  $\text{♩} = 152$  Marimba

Mallets



Excerpt #2  $\text{♩} = 96$  Snare

Snare Drum



# Classical Guitar Audition Rubric

Evaluators Initials \_\_\_\_\_

\_\_\_\_\_  
Total score    Overall rank

Student: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Audition #: \_\_\_\_\_

|   |       |
|---|-------|
| <b>Part 1 - Audition criteria – audition students may use one of our guitars – Beginning students must be prepared to play a single line melody or bass line in first position. Intermediate students – a solo of similar difficulty to Pendulum Waltz by Matthew Hinsley. Advanced students – a solo at least as difficult as Light and Dark by Matthew Hinsley.</b>   | Score |
| <b>Tone Quality</b><br><b>4 points</b> – Clear, round and warm tone at all times<br><b>3 points</b> – Clear, round and warm tone most of the time<br><b>2 points</b> – Clear, round and warm tone some of the time<br><b>1 point</b> – Buzzing or snapping  |       |
| <b>Technique –</b><br><b>4 points</b> –Fingers move smoothly and easily<br><b>3 points</b> – Minor fingering glitches<br><b>2 points</b> – Minor problems with hand-positions and set-up<br><b>1 point</b> – Major problems with hand-positions and set-up  |       |
| <b>Musicianship –</b><br><b>4 points</b> –Appropriate tempo established, appropriate style conveyed, high level of emotional involvement<br><b>3 points</b> – Appropriate tempo established, appropriate style not maintained, emotional involvement recognizable<br><b>2 points</b> – Appropriate tempo not maintained. Inappropriate style established, limited emotional involvement<br><b>1 point</b> – Appropriate tempo not established, no obvious attention to musical style, emotional involvement |       |
| <b>Part 2 – Sight reading – Beginners will sight-read a single line melody within the one octave G major scale. Intermediate- a melody and bass line that could include all notes in first position in C or G major. Advanced – a melody or simple two voice excerpt that could include some second or third position playing keys with up to three sharps and one flat.</b>  |       |
| <b>Tone Quality</b><br><b>4 points</b> – Clear, round and warm tone at all times<br><b>3 points</b> – Clear, round and warm tone most of the time<br><b>2 points</b> – Clear, round and warm tone some of the time<br><b>1 point</b> – Buzzing or snapping  |       |
| <b>Technique –</b><br><b>4 points</b> –Fingers move smoothly and easily<br><b>3 points</b> – Minor fingering glitches<br><b>2 points</b> – Fingers move less easily in outer registers<br><b>1 point</b> – Major glitches in fingering patterns   |       |
| <b>Musicianship –</b><br><b>4 points</b> –Appropriate tempo established, appropriate style conveyed, high level of emotional involvement<br><b>3 points</b> – Appropriate tempo established, appropriate style not maintained, emotional involvement recognizable<br><b>2 points</b> – Appropriate tempo not maintained. Inappropriate style established, limited emotional involvement<br><b>1 point</b> – Appropriate tempo not established, no obvious attention to musical style, emotional involvement |       |
| <b>Total Score (out of 24 possible points)</b>  |       |

Teacher recommended level – Beginning    Intermediate    Advanced

# Dance Audition Rubric

Evaluators Initials \_\_\_\_\_

\_\_\_\_\_      \_\_\_\_\_  
Total score      Overall rank

Student: \_\_\_\_\_ Current Grade: \_\_\_\_ Audition #:

Ballet – Barre (Knowledge of Combination; placement and use of rotation)

1      2      3      4      5      6      7      8      9      10

Modern – Center (Knowledge of combination; Technical Ability)

1      2      3      4      5      6      7      8      9      10

Jazz – Across the Floor (Knowledge of combination; Technical Ability)

1      2      3      4      5      6      7      8      9      10

Solo performance

1      2      3      4      5      6      7      8      9      10

Overall Ability & Performance Skills (musicality; presence)

1      2      3      4      5      6      7      8      9      10

|   |  |
|---|--|
| <b>Total points (out of 50 possible points)</b> |  |
|---|--|

Teacher recommended level – MS Dance 1      MS Dance 2      MS Dance 3

# Digital Arts and Media Audition Rubric

Evaluators Initials \_\_\_\_\_

\_\_\_\_\_ Total score \_\_\_\_\_ Overall rank

Student: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Audition #: \_\_\_\_\_

| <b>Portfolio audition criteria – max 3 pieces on a thumb drive – examples – film, photographs, an animation project, a digital collage, etc. Can view work samples using iMovie, Adobe Premier, Adobe Photoshop, Final Cut Pro, Adobe Flash, ProTools, and Garage Band</b>  | <b>Score</b> |
|---|--------------|
| <b>Design- (Balance, Emphasis, Movement, Pattern, Repetition, Proportion, Rhythm, Unity):</b><br><b>4 points</b> –Has a good use of the principles of design and is aesthetically pleasing.<br><b>3 points</b> – Used some of the principles of design but they didn’t add that much to your work and it is mildly aesthetically pleasing.<br><b>2 points</b> – Used some of your principles of design and was not working.<br><b>1 point</b> – These didn’t really add anything to any of your work and were really not aesthetically pleasing.  |              |
| <b>Spelling/Grammar:</b><br><b>4 points</b> – Everything is spelled correctly.<br><b>3 points</b> –1-2 mistakes.<br><b>2 points</b> –3-4 mistakes.<br><b>1 point</b> – 5 or more mistakes.  |              |
| <b>Graphic Relevance:</b><br><b>4 points</b> – Your graphics add to your overall message as to why a person would look at this?<br><b>3 points</b> – Some of the graphics add to your overall message.<br><b>2 points</b> – Barely any of the graphics add to your overall message.<br><b>1 point</b> – None of the graphics add to this design.  |              |
| <b>Movie/Animation:</b><br><b>4 points</b> – Movie is creative & original. Shows signs of interest in production.<br><b>3 points</b> – Movie is fairly creative & original. Shows signs of interest in production.<br><b>2 points</b> – Movie is somewhat creative or original. Shows some signs of interest in production. <b>1 point</b> – Movie is not creative or original. Shows no interest in production   |              |
| <b>Use of Software:</b><br><b>4 points</b> – You actively used at least two (2) tools and palates as well as making sure all the text flowed well with the graphic relevance of the piece.<br><b>3 points</b> – You used two (2) tools and palates. Started to really design but some of the text wasn’t quite relevant to the graphic piece.<br><b>2 points</b> – You used a tool and 1 palate. Some of the text was definitely not relevant.<br><b>1 point</b> – You used a tool, it was obvious that you didn’t use any other area of Photoshop or Illustrator. Nothing about your piece was relevant to the assignment. |              |
| <b>On-Site storyboard:</b> Make a storyboard from a given prompt<br><b>4 points</b> – Clearly outstanding quality and creativity<br><b>3 points</b> – Quality exceeds expectation<br><b>2 points</b> – Satisfactory quality<br><b>1 point</b> – Quality below expectation   |              |
| <b>On-Site critique:</b> Watch and critique a short animation<br><b>4 points</b> – Outstanding insight<br><b>3 points</b> – Quality exceeds expectation<br><b>2 points</b> – Satisfactory quality critique<br><b>1 point</b> – Quality of critique  |              |
| <b>Total points (out of 28 possible points)</b>   |              |

# Orchestra Audition Evaluation Form

Evaluators Initials \_\_\_\_\_

\_\_\_\_\_

**Total Score**      **Overall Rank**

**Student:**

**Current Grade:**

**Audition #:**

|  | Prepared Piece | Sight Reading |
|--|----------------|---------------|
| <b>Audition criteria – Experienced students should bring their instrument and a prepared piece (solo or etude of your choice). Beginners should bring a prepared piece on any instrument (recorder, voice, piano, guitar, etc). Beginners must complete sight reading portion either on their instrument of choice or by clapping rhythms and reading note names.</b>  |                |               |
| <b>Beat</b><br><b>4 points</b> – The beat is secure<br><b>3 points</b> – The beat is mostly secure<br><b>2 points</b> – The beat is somewhat erratic<br><b>1 point</b> – The beat is usually erratic   |                |               |
| <b>Rhythm</b><br><b>4 points</b> – Rhythms are accurate for the style of music being played<br><b>3 points</b> – Rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance<br><b>2 points</b> – Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.<br><b>1 point</b> – Rhythms are seldom accurate detracting significantly from the overall performance. |                |               |
| <b>Note Accuracy</b><br><b>4 points</b> – Notes are consistently accurate<br><b>3 points</b> – An occasional inaccurate note is played, but does not detract from overall performance.<br><b>2 points</b> – A few inaccurate notes are played, detracting somewhat from the overall performance.<br><b>1 point</b> – Wrong notes consistently detract from the performance.  |                |               |
| <b>Pitch</b><br><b>4 points</b> – Virtually no errors<br><b>3 points</b> – An occasional isolated error, but most of the time pitch is accurate and secure.<br><b>2 points</b> – Some accurate pitches, but there are frequent and/or repeated errors.<br><b>1 point</b> – Very few accurate or secure pitches. Wrong notes consistently detract from the performance.   |                |               |
| <b>Instrument Carriage/Position and Posture</b><br><b>4 points</b> – Each aspect of instrument carriage is correct (arms, wrists, fingers, head, feet etc where applicable).<br><b>3 points</b> – Instrument carriage is mostly correct, but may not be as secure as #4<br><b>2 points</b> – Carriage is somewhat correct, but is inconsistent or has several errors.<br><b>1 point</b> – Carriage is mostly incorrect, or fluctuates severely throughout performance.                               |                |               |
| <b>Tone</b><br><b>4 points</b> – Tone is clear and consistent throughout<br><b>3 points</b> – Tone is mostly clear, with minor deviations<br><b>2 points</b> – Tone is frequently scratchy, thin, crunchy, or muffled<br><b>1 point</b> – Tone is consistently scratchy, thin, crunchy, or muffled   |                |               |
| <b>Out of 24 points for Prepared Score and 24 for Sight Reading Score (Total of 48 pts)</b>  |                |               |

**Prepared Score** \_\_\_\_\_ + **Sight Reading Score** \_\_\_\_\_ = **Total Score** \_\_\_\_\_

Teacher recommended level – Beginning Intermediate Advanced      Instrument: \_\_\_\_\_

## Theatre Arts Audition Evaluation Form

Evaluators Initials \_\_\_\_\_

Total score \_\_\_\_\_ Overall rank \_\_\_\_\_

Student: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Audition #: \_\_\_\_\_

|                                  | Score | 4  | 3  | 2   | 1  | 0   |
|----------------------------------|-------|--|--|---|--|---|
| <b>Introduction</b>              |       | Introduced self with proper slate. Uses eye contact.   | Introduced self with proper slate. Used no eye contact.  | Introduced self and slate after prompting. Little eye contact.  | Introduced self and slate after prompting. Little eye contact.   | No introduction.  |
| <b>Stage Presence</b>            |       | Completely engaged; thoroughly committed to performance.   | Shows great potential; occasional lapse in commitment.   | Has potential but lacks consistency in commitment.  | Shows a lack of comfort; rarely shows understanding of character.  | No stage presence to speak of. Must be prompted to respond to auditors.                             |
| <b>Believability</b>             |       | Exemplary level of expression and believability. Completely suspends disbelief and engages auditor. No character breaks.                     | Commendable level of expression and believability. Often suspends disbelief and engages auditor. Slight character breaks.  | Appropriate level of expression and believability. Has moments in which auditor is engaged. Few character breaks.   | Inconsistent expression and believability. Frequent character breaks. Easily distracted.                                 | Lacks expression believability; visibly distracted, off task and unfocused.                         |
| <b>Expression</b>                |       | Facial expressions and body language fit the theme of the performance and exemplify the performer's effort.                                  | Some effort shown; facial expression and body language contribute to the theme of performance.   | Forced facial expressions and body; expressions do not fit theme; little enthusiasm.  | Few facial expressions and body language with little effort shown.   | Expressionless, no enthusiasm, flat.  |
| <b>Vocal Variety</b>             |       | Demonstrates exemplary level of communication. Uses a variety of rate, pitch, tone, and volume.  | Demonstrates commendable level of communication. Uses acceptable range of rate, pitch, tone and volume.  | Demonstrates appropriate level of communication. Uses small range of rate, pitch, tone, and volume.   | Demonstrates limited level of communication. Uses limited range of rate, pitch, tone, and volume.                        | Inaudible, monotone. Auditor has to ask performer to repeat or to project voice.                    |
| <b>Diction</b>                   |       | Always clear with precise ending consonants.   | Mostly clear with attempted ending consonants.   | Somewhat clear with missing internal and external consonants.   | Speech is unclear; recognizable, but mumbled or unclear.   | Never clear; unintelligible   |
| <b>Preparation</b>               |       | Completely memorized, fluent.  | Accomplished at memorization, but stumbles.  | Some omissions, but completed the audition.   | Significant omissions. Stopped and started over.   | Not memorized, not prepared; stopped the audition.  |
| <b>Physical Characterization</b> |       | Character is different from self. Shows age, physical condition, personality and attitudes.  | Character is different from self. Gestures emphasize key ideas. Shows personality.   | Character is slightly different from self. Shows age and physical condition.  | Character is slightly different from self. Shows age and physical condition.   | Character is not different from self. No character created.   |
| <b>Age Approp.Mtl</b>            |       | Perfect selection for age.   |  | Somewhat appropriate.   |  | Inappropriate.  |
| <b>Cold Reading Ability</b>      |       | Completely fluent reading. Reads with expression, excellent interpretation of author's syntax, intent, and subtext. Clearly interprets text. | Reads in large meaningful phrase groups. Some deviations from text. Preservation of the author's syntax is consistent. Most of the story is read with expressive interpretation. | Reads primarily in three- or four-word phrase groups. Majority of phrasing seems appropriate and preserves syntax. Little or no expressive interpretation is present. | Reads in two-word phrases with some three- or four-word groupings; awkward and unrelated to the context of the sentence. | Reads word by word. Occasional two-word or three-word phrases; does not preserve meaningful syntax. |

**Total points for solo/monologue (out of 40 possible points) - \_\_\_\_\_**

## Theatre Arts Audition Evaluation Form

Evaluators Initials \_\_\_\_\_

\_\_\_\_\_  
Total score    Overall rank

Student: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Audition #: \_\_\_\_\_

| Audition # | Risk-Taking 3<br>Completely, without reservation 2<br>Strives to incorporate risks 1<br>Seldom takes risks 0<br>Unwilling to participate | Imagination 3<br>Visualizes, enacts, leads in imaginative play 2<br>Limited imagination; cliché 1<br>Tries, but has to be prompted 0<br>Unimaginative | Listening 3<br>Intently listens and responds 2<br>Often listens and responds 1<br>Seldom listens, seldom responds 0<br>Does not listen | Takes Direction 3<br>Responds immediately to adjustment 2<br>Often responds to adjustment 1<br>Seldom responds to adjustment 0<br>Does not take direction | Ensemble 3<br>Completely engaged; takes the lead 2<br>Strives to be a part of the group; follower 1<br>Seldom interacts; has to be encouraged 0<br>Alienated, separated | Total Points (out of 15 possible points) |
|------------|--|---|--|---|---|--|
| <b>1</b>   | 3 2 1 0  | 3 2 1 0   | 3 2 1 0  | 3 2 1 0   | 3 2 1 0   |  |
| <b>2</b>   | 3 2 1 0  | 3 2 1 0   | 3 2 1 0  | 3 2 1 0   | 3 2 1 0   |  |
| <b>3</b>   | 3 2 1 0  | 3 2 1 0   | 3 2 1 0  | 3 2 1 0   | 3 2 1 0   |  |
| <b>4</b>   | 3 2 1 0  | 3 2 1 0   | 3 2 1 0  | 3 2 1 0   | 3 2 1 0   |  |
| <b>5</b>   | 3 2 1 0  | 3 2 1 0   | 3 2 1 0  | 3 2 1 0   | 3 2 1 0   |  |

**Total points for Ensemble (out of 15 possible points) \_\_\_\_\_**

Interview Questions (5 points)

Tell me your favorite thing about Theatre....

**Solo Points \_\_\_\_\_ + Ensemble Points \_\_\_\_\_ + Interview \_\_\_\_\_ = Grand Total \_\_\_\_\_**

**Teacher recommended level -    Beginning    Intermediate    Advanced**



# Choir Audition Rubric

Evaluators Initials \_\_\_\_\_

Total score \_\_\_\_\_ Overall rank \_\_\_\_\_

Student: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Audition #: \_\_\_\_\_

| <b>Audition criteria – All students will do vocal warm-ups, pitch matching, first verse of “My Country Tis of Thee”, and an 8-measure sight-reading exercise.</b>  | <b>Score</b> |
|--|--------------|
| <p><b>Tone</b></p> <p>4 points – Consistently focused, clear and centered throughout the range of the voice. Tone will blend well with others. 3 points – Tone is focused, clear and centered throughout the normal singing range. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance. Tone blends well with others.</p> <p>2 points – Tone is more often focused, clear and centered. Extremes in range are sometimes uncontrolled. Tone will probably blend well with others. Occasionally the tone quality will detract from the performance.</p> <p>1 point – Tone is often focused, clear and centered, but often the tone is uncontrolled in the normal signing range. Extremes in range are usually uncontrolled. Tone will probably not blend well with others. Frequently the tone quality will detract from the overall performance.</p> |              |
| <p><b>Note accuracy</b></p> <p>4 points – Very well prepared. Pitch without fault throughout the entire performance.</p> <p>3 points – Infrequent errors. Most notes, rhythms and intervals are sung accurately. Pulse is mostly consistent and appropriate.</p> <p>2 points – Occasional errors. Notes, rhythms and pulse are occasionally inaccurate.</p> <p>1 point – Poorly prepared. More frequent errors. Notes, rhythms and pulse may be inconsistent.</p>  |              |
| <p><b>Diction</b></p> <p>4 points – Excellent diction through the entire performance. Words are consistently clear. Pronunciation is correct.</p> <p>3 points – Excellent diction most of the time. Few consonants not clear. Pronunciation of language pieces is mostly correct.</p> <p>2 points – Diction is good but not consistent. Many consonants are unclear. Pronunciation of language pieces is mostly correct.</p> <p>1 point – Inconsistent throughout performance. Consonants are unclear. Pronunciation is incorrect.</p>   |              |
| <p><b>Intonation</b></p> <p>4 points – Sings on pitch consistently. Pitch is accurate and secure.</p> <p>3 points – An occasional isolated error, but most of the time pitch is accurate and secure.</p> <p>2 points – Some sense of intonation but with significant breath support problems, Pitch adjustment skills are not developed.</p> <p>1 point – Some accurate pitches, but there are frequent and/or repeated error or scooping.</p>   |              |
| <p><b>Musicality</b></p> <p>4 points – Very musical performance. The scale was performed with good phrasing and dynamics.</p> <p>3 points – Generally high quality musical performance. Phrasing was somewhat present. Breaths did not detract from the performance. Tempo was appropriate.</p> <p>2 points – Stylistically accurate some of the time. Some passages lack interpretation and detract from the performance. Musical phrasing has some problems.</p> <p>1 point – Somewhat musical performance. Tempo was a bit awkward. Breaths were occasionally taken at inappropriate places.</p>  |              |
| <p><b>Sight Reading</b></p> <p>4 points – Read all measures with fluency and accuracy</p> <p>3 points – Read most measures with fluency and accuracy</p> <p>2 points – Read some measures with fluency and accuracy</p> <p>1 point – Read one to no measures with fluency and accuracy</p>   |              |
| <b>TOTAL SCORE (24 POSSIBLE PTS)</b>   |              |

**Teacher recommended level - Purple Pups Top Dawgs Doggie Dames Scottie Singers**

## Visual Arts Audition Rubric

Evaluators Initials \_\_\_\_\_

Audition #: \_\_\_\_\_

\_\_\_\_\_ Total score

\_\_\_\_\_ Overall rank

Student: \_\_\_\_\_

Current Grade: \_\_\_\_\_

| Portfolio audition criteria (16pt)   | Score |
|--|-------|
| <p><b>Variety of media &amp; portfolio presentation:</b></p> <p><b>4 points</b> –5 art pieces that include a variety of approaches to visual art such as drawing, painting, printmaking, sculpting, ceramics, screenprinting, 2D/3D design and found art. At least one sample in at least 5 different categories. Student’s portfolio is neat, carefully organized and shows a strong sense of growth. <b>PLEASE BRING A PHOTOGRAPH OF 3D PROJECTS FROM 3 ANGLES – NOT THE PROJECT ITSELF!</b></p> <p><b>3 points</b> – Portfolio art pieces demonstrate a variety of at least four (4) different media. Portfolio is neat and organized and shows some sense of growth.</p> <p><b>2 points</b> – Portfolio art pieces clearly demonstrate a variety of a minimum three (3) different media. Portfolio is neat, carefully organized and shows some sense of growth.</p> <p><b>1 point</b> – Portfolio art pieces demonstrated in two (2) media. Student’s artwork is loose, disorganized &amp; poorly presented.</p> |       |
| <p><b>Quality:</b></p> <p><b>4 points</b> –The artwork is reflective of a student who created work to the best of their own ability. Artwork shows successful engagement in problem solving with the Elements of Design (line, space, shape, form, color, value, texture). Artworks show purposeful composition and excellent design choices. Materials are used well.</p> <p><b>3 points</b> – Artwork is generally strong, although there may be inconsistencies in overall quality.</p> <p><b>2 points</b> – Artwork has some sense of purpose &amp; effort but unable to resolve design problems.</p> <p><b>1 point</b> – Artwork shows little evidence of creative thinking or artistic decision-making.</p>  |       |
| <p><b>Originality:</b></p> <p><b>4 points</b> –Artwork shows creative exploration or interpretation of a concept, idea, or class assignment. (No copies or tracings). Artwork demonstrates inventiveness and risk-taking that goes beyond the level of simple design exercises. Unique style is apparent.</p> <p><b>3 points</b> – Most works demonstrate inventiveness of concept and risk-taking.</p> <p><b>2 points</b> – Work may show slight inventiveness of concept or risk-taking.</p> <p><b>1 point</b> – Work may show minimal inventiveness &amp; no risk-taking.</p>   |       |
| <p><b>Craftsmanship:</b></p> <p><b>4 points</b> –Student’s artwork demonstrates outstanding carefulness &amp; attention to detail in carrying out the project. Artwork is in excellent condition.</p> <p><b>3 points</b> – Student’s artwork demonstrates carefulness &amp; attention to detail in carrying out the project. Some inconsistencies may be evident.</p> <p><b>2 points</b> – Student’s artwork demonstrates some attention to detail. Artwork may be in mediocre condition (folded, crumpled, etc.)</p> <p><b>1 point</b> – Student’s artwork lacks attention to detail.</p>   |       |
| <b>Still-life Gesture Drawing Session (15pts)</b>  |       |
| <p>Students will be asked to draw from an actual still-life setup. Student drawings should demonstrate an understanding of :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Composition (3pts)</li> <li>• Value (3pts)</li> <li>• Balance (3pts)</li> <li>• Proportion (3pts)</li> <li>• Space (3pts)</li> </ul>  |       |
| <b>Spatial Awareness Skill Assessment (5pts)</b>   |       |
| <p>Students will be asked to compose a visual composition by using a series of two dimensional cut paper shapes. Each student will be asked compose a rectangular composition that will assess their abstract and conceptual spatial skills.</p>   |       |
| <b>Total points (out of 36 possible points)</b>  |       |

(Attn Teachers – This form is Due No Later than February 20, 2018)

# Music Teacher Recommendation

Please return **AS SOON AS POSSIBLE** by fax (512-467-6862) or AISD campus mail

or U.S. mail to: Lamar Fine Arts Academy, 6201 Wynona Ave. Austin, TX 78757

Applicant's Legal Name \_\_\_\_\_ Student I.D. \_\_\_\_\_

School name \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Course title and level: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Print Name \_\_\_\_\_ Teacher Signature \_\_\_\_\_

**Please rate the student for each of the criteria below based on your observations of the student in your classroom.**

|                            |                               | Never            | Occasionally    | Sometimes       | Often           | Always              |
|----------------------------|-------------------------------|------------------|-----------------|-----------------|-----------------|---------------------|
|                            |                               | 0-5% of the time | 25% of the time | 50% of the time | 75% of the time | 95-100% of the time |
|                            |                               | 0                | 1               | 2               | 3               | 4                   |
| Behavior and Social Skills | Cooperative                   |                  |                 |                 |                 |                     |
|                            | Respectful                    |                  |                 |                 |                 |                     |
|                            | Works well with others        |                  |                 |                 |                 |                     |
|                            | Considerate of peers          |                  |                 |                 |                 |                     |
|                            | Good tempered                 |                  |                 |                 |                 |                     |
| Work Ethic                 | Ability to stay on task       |                  |                 |                 |                 |                     |
|                            | Completes tasks on time       |                  |                 |                 |                 |                     |
|                            | Pays attention to detail      |                  |                 |                 |                 |                     |
|                            | Spends extra time on work     |                  |                 |                 |                 |                     |
|                            | Ability to work independently |                  |                 |                 |                 |                     |
| Skill Level                | Tone quality                  |                  |                 |                 |                 |                     |
|                            | Musicianship                  |                  |                 |                 |                 |                     |
|                            | Music reading ability         |                  |                 |                 |                 |                     |
|                            | Pitch accuracy/intonation     |                  |                 |                 |                 |                     |

(Attn Teachers – This form is Due No Later than February 20, 2018)

# Theatre Arts Teacher Recommendation

Please return **AS SOON AS POSSIBLE** by fax (512-467-6862) or AISD campus mail or U.S. mail to:

Lamar Fine Arts Academy, 6201 Wynona Ave. Austin, TX 78757

Applicant's Legal Name \_\_\_\_\_ Student I.D. \_\_\_\_\_

School name \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Course title and level: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Print Name \_\_\_\_\_ Teacher Signature \_\_\_\_\_

**Please rate the student for each of the criteria below based on your observations of the student in your classroom.**

|                                   |                               | Never            | Occasionally    | Sometimes       | Often           | Always              |
|-----------------------------------|-------------------------------|------------------|-----------------|-----------------|-----------------|---------------------|
|                                   |                               | 0-5% of the time | 25% of the time | 50% of the time | 75% of the time | 95-100% of the time |
|                                   |                               | 0                | 1               | 2               | 3               | 4                   |
| <b>Behavior and Social Skills</b> | Cooperative                   |                  |                 |                 |                 |                     |
|                                   | Respectful                    |                  |                 |                 |                 |                     |
|                                   | Works well with others        |                  |                 |                 |                 |                     |
|                                   | Considerate of peers          |                  |                 |                 |                 |                     |
|                                   | Good tempered                 |                  |                 |                 |                 |                     |
| <b>Work Ethic</b>                 | Ability to stay on task       |                  |                 |                 |                 |                     |
|                                   | Completes tasks on time       |                  |                 |                 |                 |                     |
|                                   | Pays attention to detail      |                  |                 |                 |                 |                     |
|                                   | Spends extra time on work     |                  |                 |                 |                 |                     |
|                                   | Ability to work independently |                  |                 |                 |                 |                     |
| <b>Skill Level</b>                | Voice quality                 |                  |                 |                 |                 |                     |
|                                   | Characterization              |                  |                 |                 |                 |                     |
|                                   | Facial expression             |                  |                 |                 |                 |                     |
|                                   | Movement                      |                  |                 |                 |                 |                     |

(Attn Teachers – This form is Due No Later than February 20, 2018)

# Visual Art Teacher Recommendation

Please return **AS SOON AS POSSIBLE** by fax (512-467-6862) or AISD campus mail or U.S. mail to:  
 Lamar Fine Arts Academy, 6201 Wynona Ave. Austin, TX 78757

Applicant's Legal Name \_\_\_\_\_ Student I.D. \_\_\_\_\_

School name \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Course title and level: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Print Name \_\_\_\_\_ Teacher Signature \_\_\_\_\_

**Please rate the student for each of the criteria below based on your observations of the student in your classroom.**

|                                   |                               | Never            | Occasionally    | Sometimes       | Often           | Always              |
|-----------------------------------|-------------------------------|------------------|-----------------|-----------------|-----------------|---------------------|
|                                   |                               | 0-5% of the time | 25% of the time | 50% of the time | 75% of the time | 95-100% of the time |
|                                   |                               | 0                | 1               | 2               | 3               | 4                   |
| <b>Behavior and Social Skills</b> | Cooperative                   |                  |                 |                 |                 |                     |
|                                   | Respectful                    |                  |                 |                 |                 |                     |
|                                   | Works well with others        |                  |                 |                 |                 |                     |
|                                   | Considerate of peers          |                  |                 |                 |                 |                     |
|                                   | Good tempered                 |                  |                 |                 |                 |                     |
| <b>Work Ethic</b>                 | Ability to stay on task       |                  |                 |                 |                 |                     |
|                                   | Completes tasks on time       |                  |                 |                 |                 |                     |
|                                   | Pays attention to detail      |                  |                 |                 |                 |                     |
|                                   | Spends extra time on work     |                  |                 |                 |                 |                     |
|                                   | Ability to work independently |                  |                 |                 |                 |                     |
| <b>Skill Level</b>                | Drawing from observation      |                  |                 |                 |                 |                     |
|                                   | Shading                       |                  |                 |                 |                 |                     |
|                                   | Creativity                    |                  |                 |                 |                 |                     |

(Attn Teachers – This form is Due No Later than February 20, 2018)

# Digital Arts & Media Teacher Recommendation

Please return **AS SOON AS POSSIBLE** by fax (512-467-6862) or AISD campus mail or U.S. mail to:

Lamar Fine Arts Academy, 6201 Wynona Ave. Austin, TX 78757

Applicant's Legal Name \_\_\_\_\_ Student I.D. \_\_\_\_\_

School name \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Course title and level: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Print Name \_\_\_\_\_ Teacher Signature \_\_\_\_\_

**Please rate the student for each of the criteria below based on your observations of the student in your classroom.**

|                            |                               | Never            | Occasionally    | Sometimes       | Often           | Always              |
|----------------------------|-------------------------------|------------------|-----------------|-----------------|-----------------|---------------------|
|                            |                               | 0-5% of the time | 25% of the time | 50% of the time | 75% of the time | 95-100% of the time |
|                            |                               | 0                | 1               | 2               | 3               | 4                   |
| Behavior and Social Skills | Cooperative                   |                  |                 |                 |                 |                     |
|                            | Respectful                    |                  |                 |                 |                 |                     |
|                            | Works well with others        |                  |                 |                 |                 |                     |
|                            | Considerate of peers          |                  |                 |                 |                 |                     |
|                            | Good tempered                 |                  |                 |                 |                 |                     |
| Work Ethic                 | Ability to stay on task       |                  |                 |                 |                 |                     |
|                            | Completes tasks on time       |                  |                 |                 |                 |                     |
|                            | Pays attention to detail      |                  |                 |                 |                 |                     |
|                            | Spends extra time on work     |                  |                 |                 |                 |                     |
|                            | Ability to work independently |                  |                 |                 |                 |                     |
| Skill Level                | iMovie                        |                  |                 |                 |                 |                     |
|                            | Adobe Premier                 |                  |                 |                 |                 |                     |
|                            | Adobe Photoshop               |                  |                 |                 |                 |                     |
|                            | Final Cut Pro                 |                  |                 |                 |                 |                     |
|                            | Adobe Flash                   |                  |                 |                 |                 |                     |
|                            | Avid Media Composer           |                  |                 |                 |                 |                     |
|                            | ProTools                      |                  |                 |                 |                 |                     |
|                            | Garage Band                   |                  |                 |                 |                 |                     |
|                            | Other                         |                  |                 |                 |                 |                     |

(Attn Teachers – This form is Due No Later than February 20, 2018)

# Dance Teacher Recommendation

Please return **AS SOON AS POSSIBLE** by fax (512-467-6862) or AISD campus mail or U.S. mail to:

Lamar Fine Arts Academy, 6201 Wynona Ave. Austin, TX 78757

Applicant's Legal Name \_\_\_\_\_ Student I.D. \_\_\_\_\_

School name \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Course title and level: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Print Name \_\_\_\_\_ Teacher Signature \_\_\_\_\_

**Please rate the student for each of the criteria below based on your observations of the student in your classroom.**

|                                   |   | Never            | Occasionally    | Sometimes       | Often           | Always              |
|-----------------------------------|---|------------------|-----------------|-----------------|-----------------|---------------------|
|                                   |   | 0-5% of the time | 25% of the time | 50% of the time | 75% of the time | 95-100% of the time |
|                                   |   | 0                | 1               | 2               | 3               | 4                   |
| <b>Behavior and Social Skills</b> | Cooperative   |                  |                 |                 |                 |                     |
|                                   | Respectful  |                  |                 |                 |                 |                     |
|                                   | Works well with others                                      |                  |                 |                 |                 |                     |
|                                   | Considerate of peers  |                  |                 |                 |                 |                     |
|                                   | Good tempered   |                  |                 |                 |                 |                     |
| <b>Work Ethic</b>                 | Ability to stay on task                                     |                  |                 |                 |                 |                     |
|                                   | Completes tasks on time                                     |                  |                 |                 |                 |                     |
|                                   | Pays attention to detail                                    |                  |                 |                 |                 |                     |
|                                   | Spends extra time on work                                   |                  |                 |                 |                 |                     |
|                                   | Ability to work independently                               |                  |                 |                 |                 |                     |
| <b>Skill Level</b>                | Strong dance technique & body alignment (flexible & strong) |                  |                 |                 |                 |                     |
|                                   | Good spatial awareness & correct body positioning           |                  |                 |                 |                 |                     |
|                                   | Makes good use of timing; good musicality                   |                  |                 |                 |                 |                     |
|                                   | Good performance quality                                    |                  |                 |                 |                 |                     |