



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

# AUDITION PREPARATION PACKET FOR PROSPECTIVE STUDENTS ENTERING GRADES 7-12



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## AUDITION PREPARATION PROCEDURES FOR STUDENTS ENTERING GRADES 7-12

**\*NOTE: This packet must be used by SCPA students auditioning for a Change of Major**

All incoming 7<sup>th</sup>-12<sup>th</sup> grade students interested in attending SCPA must pass an artistic audition. The audition will be scheduled and confirmed only after SCPA has received a completed application with all supporting materials. Incomplete applications will not be processed. Incoming students entering 7<sup>th</sup>- 12<sup>th</sup> grade may audition in up to four areas of their choice, including technical theater, but are only required to audition in one area.



## **DANCE:**

Dance students must be appropriately dressed for the dance audition. *Girls:* leotard and tights or shorts and a tee shirt. *Boys:* tee shirt and tights or tee shirt and shorts. These should be of stretch fabric to allow a full range of movement. Students should bring ballet shoes if they have them. Students who have been on pointe should bring their pointe shoes to the audition. For beginning and entry-level students, the audition will consist of an assessment of flexibility, strength, coordination, musicality, focus, and discipline. Basic ballet and modern positions will be demonstrated, and the students will be asked to imitate them to show evidence of kinesthetic sensibility, awareness of space, and ability to turn, jump and move with ease. For students with dance experience, please bring a photo in first arabesque and be dressed in a leotard, tights, and ballet shoes. Students will be asked to demonstrate combinations to show their level of dance technique. Students will be rated on physical ability, focus, and aesthetic sensibility.

## **DRAMA:**

Prepare the indicated monologue for your grade level. The monologue must be performed by memory and must be memorized exactly. Be sure to speak loudly and clearly. Include appropriate gestures (hand movements) to accompany your speaking of the monologue. Remember, you are portraying the character from the monologue, so it is your job to convince us that you are that character. You will be rated on diction and vocal strength, character interpretation, and control and use of the body. In addition to the memorized monologue, you may be required to do a “cold” reading.

### **DRAMA MONOLOGUES:**

#### **Students Entering Grades 7-8 (from *Our Town*)**

STAGE MANAGER: (*To audience*) There’s an early-afternoon calm in our town. A buzzin’ and a hummin’ from the school buildings; only a few buggies on Main Street - the horses dozing at the hitching posts; you all remember what it’s like. Doc Gibbs is in his office, tapping people and making them say “ah.” Mr. Webb’s cuttin’ his lawn over there; one man in ten thinks it’s a privilege to push his own lawnmower. No, sir. It’s later than I thought. There are children coming home from school already.

#### **Students Entering Grades 9-12 - BOYS: (from *Lost in Yonkers*)**

JAY: Don’t do it Arty, ... Leave him alone, Uncle Louie. You want the bag open, do it yourself. (*He takes the bag from Arty and tosses it at Louie’s feet.*) Maybe you don’t rob banks or grocery stores or little old women. You’re worse than that. You’re a bully. You pick on a couple of kids. Your own nephews. You make fun of my father because he cried and was afraid of Grandma. Well, everyone in Yonkers is afraid of Grandma... And let me tell you something about my father. At least he’s doing something in this war. He’s sick and he’s tired but he’s out there selling iron to make ships, and tanks and cannons, and I’m proud of him. What are you doing? Hiding in your mother’s apartment and scaring little kids and acting like Humphrey Bogart... Well, you’re no Humphrey Bogart... And I’ll tell you something else – No, that’s all.

#### **Students Entering Grades 9-12 - GIRLS: (from *The Diary of Anne Frank*)**

ANNE: Look, Peter, the sky. (*She looks up through the skylight*) What a lovely, lovely day! Aren’t the clouds beautiful? You know what I do when it seems as if I couldn’t stand being cooped up for one more minute? I think myself out. I think myself on a walk in the park where I used to go with Pim. Where the jonquils and the crocus and the violets grow down the slopes. You know the most wonderful part about thinking yourself out?

## **INSTRUMENTAL MUSIC:** Band, Harp, Orchestra, & Piano

- Prepare an Etude or Solo of your choice that demonstrates your musical ability. Percussionists will need to prepare both a Snare Drum and Xylophone/Marimba solo. Bring 2 copies of your music for the music teachers to review

## **VISUAL ART:**

### *Visual Arts Portfolio Requirements:*

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

### *Visual Arts Resume*

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

*In-person Audition process:*

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

**VOCAL MUSIC:**

Students must prepare and perform a vocal solo with piano accompaniment. A list of some suggested repertoire is provided below. Pop, rock, R&B, rap, and similar musical styles are not appropriate for the audition and not acceptable.

The student must sing their selection **from memory** and **must provide printed piano sheet music at the audition**. Sheet music may be found at the Cincinnati Public Library or can be purchased at a music store (such as Willis Music) or online, [www.musicnotes.com](http://www.musicnotes.com).

Suggested repertoire:

- A song from a Broadway musical (including, but not limited to)
  - Annie
  - Joseph and the Amazing Technicolor Dreamcoat
  - Les Miserables
  - My Fair Lady
  - Oklahoma
  - The Music Man
  - The Phantom of the Opera
  - The Sound of Music
- A piece from the 24 or 26 Italian Songs and Arias Collection
- Vocal piece or art song (classical in nature, but can be from any era – i.e. Handel, Mozart, Schubert, Roger Quilter, etc.)
- Spiritual performed in a classical style (such as those arranged by Henry T. Burleigh)

Students may be asked to sing a round, scales, intervals, or to identify music notation symbols.

**TECHNICAL THEATER:** Scenic, Lighting, Costuming

**What we are looking for:**

The Technical Theater Department at SCPA realizes that very few 6th-10th grade students have extensive experience in the various areas of technical theater. We are looking for students with a passion for their craft and who wish to pursue a career in their pathway of study. Successful candidates will have a general understanding of the technical theater field as well as knowledge of the area of concentration they wish to pursue (i.e. scenic, costuming, or lighting), artistic potential and maturity, and the ability to pay attention to detail and to stay focused. Students must be motivated, able to follow directions, work in a team, and accept constructive criticism.

How to prepare:

1. Complete the Technical Theater Student Questionnaire included in this packet
2. Review the Audition Interview Process below

For the Audition Interview Process please bring examples of your creativity. Possible options for projects to present could be one, or all, of the following:

- A. Students are encouraged to create an inspiration board for their field of design, as it relates to their favorite theatrical show (i.e. drama, musical, TV show, or movie). An inspiration board is a collage of images, words, and objects (i.e. fabric, trim, paint chips, etc.) placed on a poster board that a designer has collected. It is used as a reference for a show they would be designing. Your board can be digitally created and printed out in color and/or pictures taken from magazines, photographs or other sources and pasted to a poster board not to exceed 22'x28'.
- B. Students, you should have an original portfolio of your work that highlights your interests and skills that relate to the technical theater. Examples of work the portfolio might contain are:
  - Drawings or painting from arts classes (not necessarily related to technical design)
  - Three-dimensional work: models, sculpture, small objects you have built or created on your own
  - Sketch books
  - Pictures of structures you have built
  - Samples of clothing, knitting, crochet, jewelry making, beadwork or other textile arts you have created
  - Items created for a production you have worked on previously
  - Photographs from the production showing examples of scenic, costuming or lighting you have helped create
  - Production books (prompt book)
  - Renderings and sketches based on a play you have read
  - Sound/video recording sample
  - Other examples of previous experiences are also welcomed

You must complete the Technical Theater Student Questionnaire below. Bring the completed questionnaire to your audition. It is also strongly recommended you bring the following items with you for each technical theater program you are interested in. Scenic Design: sketches or pictures of any set designs or props you have created; Costume Design: samples of clothes you have made, photos or sketches of clothes you have designed; Lighting Design: photos or drawings of lighting designs you have created. You will be rated on experience using materials or equipment in the technical theater field, your design abilities and your grasp of technical elements in theater.

**TECHNICAL THEATER STUDENT QUESTIONNAIRE (Bring to your Audition)**

Student's Name \_\_\_\_\_ Age \_\_\_\_\_ Current Grade \_\_\_\_\_

Which are you most interested in? Check all that apply: \_\_\_ Costuming \_\_\_ Lighting \_\_\_ Scenic/Set Design

Please answer the following questions as best as you can using complete sentences.

1. What sparked your interest in Technical Theater and which area are you most interested in pursuing?

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2. Where do you see yourself taking these skills in the future both professionally and/or as a college option? Briefly explain your long-term goals and how being a graduate of the Technical Theater program will help you in meeting these goals.

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3. Elaborate on your academic interests and how they can be used to enhance your studies in technical theater as well as how your studies in our program can enhance your academic opportunities.

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4. Explain how you would be an asset to the Technical Theater program study.

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5. Briefly describe the medium your inspiration board is based upon. Why did you choose this particular art form and why is this important to you? What should we be looking for when we view your inspiration board at the audition?

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6. Involvement in the Technical Theater program requires a significant time commitment both after school and on weekends. In the past how have you handled the additional time requirements and pressures outside activities have placed on your schedule?

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