



SANTA SUSANA HIGH SCHOOL

The Arts, Academics,
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Ms. Wendy Mayea
Principal

Santa Susana High School School of the Performing Arts Audition Packet 2015

SSHS is the premier arts high school in the area and a standout school in the Simi Valley Unified School District. The audition process for students entering SSHS in the school of performing arts is an important and essential process. All students that wish to take a performing arts course must audition.

All students that are interested in the performing arts can participate, and the audition process is not meant to eliminate any student, but rather to place them in the class best suited to their technical and artistic level. Our teachers are as committed to nurturing existing talent as they are cultivating new skills.

In order to audition, students must have been accepted to SSHS and will have received an acceptance letter sometime in early March. This letter will contain information about setting up your individual audition. It is important that you schedule your audition as soon as you receive the acceptance notification. Auditions will be held on **Saturday March 14th (Dance and Theatre), March 10th and 11th (Vocal Music), and March 16th and 18th (Instrumental Music)**.

Once you have been accepted into Santa Susana please go to the school website, www.santasusana.org, and click on Audition information.

Included in this packet is information from each of the performing arts departments that will help you prepare for your audition. Students should know that you can audition for more than one performing arts department. Please refer to the remainder of the packet for specifics from each department on what to prepare for your audition.

We thank you for your interest in the School of Performing Arts at Santa Susana High School and remind you that all applications are due by February 28th at 4pm, 2013.

Sincerely,

Wendy Mayea, Principal
Santa Susana High School

DANCE Audition Guidelines

All freshmen that would like to certify as dance majors will need to begin in ballet, or can take ballet and jazz together their freshman year. Students with prior dance experience can attempt to audition out of a Level I via physical audition and demonstrated knowledge of terminology.

How To Prepare For The Audition

Arrive early and prepare by allowing time to stretch, warm-up, and focus.

Level I (Jazz I, Ballet I) – Be prepared to participate in a short warm-up or movement combination(s). You will have a short interview with the teacher in order to communicate your level of commitment, desire, and responsibility.

Jazz I: warm-up and informal interview

Jazz II: Have prepared a short combo/routine 45 sec – 1 minute in length stressing highest level of intermediate/advanced technique (jumps, turns, flexibility, etc...)

Ballet I: warm-up and informal interview

Ballet II: Prepare one short center combination of between 32 to 64 counts stressing highest level of technique, control, and proper alignment, **plus** one short combination from the corner, either turns or grand allegro showing highest level of technique

Pointe: Prerequisite is Ballet II, outside equivalent, or teacher OK. Prepare a short center combination of at least 32 counts showing highest level of technique, control, and alignment, plus one short combination from the corner showing best turning technique. **If already on pointe, bring pointe shoes.**

Tap I: warm-up and informal interview.

Tap II: required to display additional int/adv. technique.

Level II (Jazz II, Ballet II, Pointe, Dance Ensemble) – Prepare a short solo demonstrating your best technique and abilities. This is an opportunity to demonstrate your knowledge, passion and talent. The solo must be a minimum of 30 seconds but not more than 1 minute in length and must be in a dance style appropriate for the class for which you are auditioning. Make a copy of your music on a CD to bring to the audition.

Dance Ensemble (This is a performance-based group requiring extra commitment, weekend rehearsals, potential competitions, events, and performances). Dancers must have prepared a short combo/routine 45 seconds to 1 min. in length stressing highest level of high intermediate/advanced technique (advanced level jumps, turns, flexibility, etc.) Dance Ensemble is a capstone class and is designed to prepare the dancer for college level dance experience and transitioning to the commercial world of dance/ musical theater. – **not open to freshmen.**

Modern/composition: Warm-up and informal interview. **Prerequisite: 1 SSHS technique class/2 preferred – not open to freshmen.**

DANCE Audition Guidelines Cont.

What To Bring To The Audition

Arrive in proper dance attire (leotards and tights for ballet and modern, jazz pants for tap or jazz) with the appropriate shoes (ballet shoes, jazz shoes, pointe shoes if applicable, and bare feet for modern). Have hair pulled back and securely fastened. No gum! Bring your CD for your solo if you are auditioning for a level II class.

What To Expect During The Audition

Please arrive 15 minutes prior to your audition time in order to fill out paperwork.

- Questionnaires will be available to fill out at time of audition
- Attentiveness and behavior are emphasized
- Resumes and headshots requested (not mandatory)
- Wear appropriate clothing/shoes
- May audition in small groups, up to four people (for level II and above)

The audition will include:

- Participation in basic movement combinations led by a SSHS faculty member in order to demonstrate coordination, musicality, strength, flexibility, and performance abilities.
- Movement across the floor.
- A student-prepared solo (30 sec. to 1 min) (for level II and above)

Evaluation

Students will be valued in small groups. Areas of assessment will include:

- Body alignment
- Dance technique
- Skill/potential
- Musicality
- Recall of a short movement combination
- Stage presence/performance energy
- Ability to receive feedback/constructive criticism

DANCE Audition Rubric

Student Name _____

Date _____

Criteria Score	
Body Alignment	
5- Displays correct alignment at barre and center all of the time 4- Displays correct alignment most of the time 3- Displays correct alignment some of the time 2- Body alignment is correct occasionally, but student is unable to maintain consistent placement 1- Body alignment is not maintained properly	
Dance Technique	
5- Exhibits excellent turnout/alignment, pointed feet, high extensions and excellent flexibility in the legs, feet and torso all of the time 4- Shows overall good turnout/alignment, strong feet, correct extensions and is flexible in most areas 3- Shows some turnout/alignment, but needs improvement in a couple technical components 2- Shows little to no turnout/alignment, but needs improvement in a multiple technical components 1- Shows difficulty with many aspects of technique	
Skill/Potential	
5- Performs turns, jumps, coordination with ease and excellent quality 4- Performs many skills with overall good quality 3- Performs some skills with good quality 2- Has trouble performing skills but shows some coordination 1- Shows little to no skill and shows little coordination	
Musicality	
5- Performs in class showing excellent sense of rhythm and phrasing 4- Shows good sense of rhythm and phrasing 3- Occasionally dances off beat, sometimes unaware of music 2- Often off beat and unaware of music 1- Usually unaware of music and phrasing	
Recall of short movement sequences (combinations)	
5- Accurately recreates combinations quickly and easily 4- Recreates combinations with few mistakes 3- Recreates combinations with some mistakes 2- Has difficulty remembering and recreating combinations 1- Is unable to recreate combinations	
Stage Presence	
5- Demonstrates appropriate energy, focus, facial expression, emotion and confidence consistently 4- Demonstrates appropriate energy, focus, facial expression, emotion and confidence most of the time 3- Demonstrates appropriate energy, focus, facial expression, emotion and confidence some of the time 2- Demonstrates appropriate energy, focus, facial expression, emotion and confidence occasionally 1- Lacks elements of stage presence	
TOTAL SCORE	
Comments:	
Panelist's Signature _____	Date _____

INSTRUMENTAL MUSIC Audition Guidelines

- The audition will consist of the performance of a prepared solo, evaluation of scales, and sight-reading.
- Evaluation will also be based upon potential ability, performance ability, and knowledge of fundamentals.

How To Prepare For The Audition:

- Choose one appropriate prepared piece that best suits your level.
- Percussionists should prepare a piece on their primary instrument (snare, timpani or mallets), but should have experience playing all of these instruments.
- Practice and memorize the following scales in an appropriate range for your instrument:
 - Strings/Guitar – C, G, D, A, F, Bb, Eb, major (be able to demonstrate 1st and 3rd positions)
 - Winds and Percussion - C, G, D, A, F, Bb, Eb, major (these are “Concert” keys), chromatic scale (full range of ability), and knowledge of rudiments (snare)

What To Bring To The Audition

- Instrument, prepared piece, extra reeds, mallets, sticks, and any other materials needed (larger instruments, amps and percussion will be provided)

What To Expect During The Audition

- In the audition, you will play through your prepared piece; memorization is optional. Depending on time, you may be asked to play only a portion of your piece.
- You will be asked to play 2 or 3 scales; and to play several rudiments (snare)
- You will sight-read a piece of music (will be provided)

Areas of assessment will include:

- Tone Quality
- Intonation
- Technique/Fundamentals
- Interpretation
- Scales/rudiments
- Sight-reading
- Ability to receive feedback/constructive criticism

INSTRUMENTAL MUSIC Audition Rubric	
Prepared Piece:	
Tone Quality:	Score:_____
4- Tone quality is clear and controlled at all times 3- Tone quality is clear and controlled most of the time 2- Lack of clarity in tone quality and control incorrect most of the time 1- Lack of clarity in tone quality and control is not maintained properly, tone is scratchy, airy, not supported.	
Intonation:	Score:_____
4- Virtually no errors, pitch is very accurate 3- Occasional isolated error; most of the time pitch is accurate and secure 2- Very few accurate or secure pitches 1- Pitch is inconsistent throughout piece	
Technique/Fundamentals:	Score:_____
4- Demonstrates excellent articulation, facility, and coordination 3- Demonstrates average articulation, facility and coordination 2- Demonstrates trouble performing skills but shows some ability and willingness to learn 1- Demonstrates trouble performing skills and shows little ability	
Interpretation:	Score:_____
4- Performance shows excellent sense of expression, dynamics, and phrasing 3- Shows some sense of expression, dynamics, phrasing, and musicality 2- Shows minimal sense of expression, dynamics, phrasing 1- Unaware of expression, dynamics, phrasing, and no demonstration of style or expressive nuance	
Scales/Rudiments:	Score:_____
4- No errors – consistent tempo 3- Few errors – mostly stable tempo 2- Some pitch and/or tempo errors 1- Consistent errors throughout	
Sight Reading:	Score:_____
4- Consistency with no errors in rhythm/note accuracy, articulation, dynamics, tempo 3- Few errors – mostly stable consistency in rhythm/note accuracy, articulation, dynamics, tempo 2- Some errors in rhythm/note accuracy, articulation, dynamics, tempo 1- No consistency in rhythm/note accuracy, articulation, dynamics, tempo	
TOTAL SCORE:_____	
Comments (continued on back if needed)	

Theatre and Musical Theatre Audition Guidelines

Classes for audition:

Children's Theatre, Play Production, Musical Theatre Production

Theatre Essentials is required for entry into any of the above advanced classes. **No audition is required.** It is a college prep class and is meant for **all** levels of ability and experience in theatre, including no experience. This class prepares each student for college level theatre. We study and perform monologues, scenes, improvisation, famous playwrights, theatre history and character study. If there are any exceptions, an exam must be taken and passed with 85% or higher score. There is nothing you can study for because it tests you on your prior experience. If you pass this exam it will only waive the 1st semester of Theatre Essentials. In order to certificate in theatre you need this class for a whole year, both semesters in a row. I encourage all new students to enroll in Theatre Essentials first.

For Advanced Theater and Musical Theatre:

In order to be considered for an opportunity to audition for advanced Theatre or Musical Theatre you must pass the written test. Please sign up for the written test online. Once you've passed the test you will be able to sign up for the physical audition.

Children's Theatre and Play Production:

Children's Theatre is a college prep advanced class that includes two formal mainstage productions as well as performances for local elementary schools and community service. We study famous storytellers, theatre history, the art of storytelling as well as character and play study.

Play Production is an advanced class that includes two mainstage performances per school year. We study famous playwrights, theatre history, character/play study, monologues, scenes and improvisation.

How to Prepare:

Your audition material is a key component of your audition. Well in advance of the audition, you need to select two (2) contrasting monologues, approximately one minute each. (both need to be memorized) (happy/sad, angry/happy, classical/contemporary, etc.)

- Monologues should be age appropriate
- Monologues must be from a published play or monologue book/website
- Monologues need to have appropriate material (no bad language, sexual content, etc.)
- Rehearse, rehearse, rehearse!
- We are looking for memorization, creativity, believability, strong characterization and an understanding of the text
- Be your most professional, enthusiastic, and creative self. HAVE FUN!

Musical Theatre Audition Guidelines Cont.

Musical Theatre Production:

Musical Theatre Production is an advanced class for the accomplished singer/dancer/actor. This is the capstone class of Theatre and one of the highest level Vocal Music classes. Students should be highly trained and have an extensive Musical Theatre background.

Audition Requirements:

- Choose a Broadway song that fits your range and vocal abilities (45+ Seconds)
 - o A CD/Ipod- used as an accompaniment
 - o No a cappella or live accompaniment
 - o Must be appropriate material
- One memorized monologue (approx.. one minute long)
 - o Suggested- monologue book/online/play
 - o Looking for strong characterization, creativity as well as an understanding of the material
 - o Be your most professional, enthusiastic, and creative self. HAVE FUN!
- Choreograph a one minute routine, jazz suggested, as well as tap, to any music.
 - o Suggested- Broadway
 - o Rehearse, rehearse, rehearse!

MUSICAL THEATRE SCORE SHEET

Name _____ Piece _____

Possible 30 points _____

	F	D	C	B	A
1. Knowledge of Material/Preparation	1	2	3	4	5
<ul style="list-style-type: none"> • Memorization • Smooth transitions • Commitment to material • Well prepared in all three disciplines • Rehearsal process success is evident in performance • Listens and works effectively with others in class/group • Used class time well for rehearsal • Performance appropriate to text and character 					
2. Song Delivery/Musicality	1	2	3	4	5
<ul style="list-style-type: none"> • Interprets material with musical accuracy & artistic flair • Pitch/tone is very accurate • Use of text , vocal interpretation • Diction, vocal honesty • Energy and emotion • Projection • Appropriate harmonies 					
3. Appeal and Effectiveness of Material/Style/Creativity	1	2	3	4	5
<ul style="list-style-type: none"> • Appropriate-material, costume, dance style • Insightful & creative interpretation of material using all three disciplines 					
4. Characterization/Believability/Focus	1	2	3	4	5
<ul style="list-style-type: none"> • Established clear, believable mood and setting • Clear objectives of character • Physical behavior effectively portrayed character • Consistently in character and believable • Strong use of body and facial expression to convey character consistently • Actor/character completely integrated • Sustained focus/projected well 					
5. Blocking/Staging/Choreography	1	2	3	4	5
<ul style="list-style-type: none"> • Movement motivated • Creative use of space • Ensemble • Communicated character appropriately through dance • Technique/originality • Appropriate • Connection to vocals 					
6. Overall Presentation	1	2	3	4	5
<ul style="list-style-type: none"> • Appropriate material within performers' capabilities • Emotional impact on audience • Created the illusion of reality • Well rehearsed/outstanding dance technique • Talents well showcased-all three disciplines • Consistent energy and focus • Believable & consistent characters 					

Grade: 30-27=A, 26-24=B, 23-21=C, 20-18=D, 17-0=F

COMMENTS

THEATRE SCORE SHEET

NAME _____

Total score out of a possible 45 _____

	F	D	C	B	A
1. Knowledge of Material	1	2	3	4	5
<ul style="list-style-type: none"> Memorization Understanding of text and subtext was demonstrated 					
2. Preparation	1	2	3	4	5
<ul style="list-style-type: none"> Handed in script Rehearsal process- used class time well, listens and works effectively with others, follows rehearsal rules along with appropriate behavior, text and character were integrated 					
3. Vocal Characterization	1	2	3	4	5
<ul style="list-style-type: none"> Delivery: tempo, emotion, quality, energy Made clear vocal choices (inflection, rate, timing, pause) Articulation Communicated the script's text and character clearly Used emotion in voice clearly Projected appropriately 					
4. Appeal and Effectiveness of Material	1	2	3	4	5
<ul style="list-style-type: none"> Appropriateness of material A great character choice Insightful interpretation of text 					
5. Characterization	1	2	3	4	5
<ul style="list-style-type: none"> Believable, understanding of character Commitment to physical choices Commitment to internal traits Established appropriate "mood" and "setting" of script Strong show of objective Physical behavior effectively portrayed character 					
6. Focus/Maintained Character	1	2	3	4	5
<ul style="list-style-type: none"> Stays in character and does not break- focused Use of body and facial expressions to convey character Commitment to character believable Actor/character completely integrated 					
7. Blocking/Staging	1	2	3	4	5
<ul style="list-style-type: none"> Movement is motivated and clear Effective "business" of character Creative use of acting space Blocking correlated with text and subtext of scene Played stage positions effectively Actor positions self to be seen while supporting the central focus 					
8. Body Language/Movement	1	2	3	4	5
<ul style="list-style-type: none"> Motivated- everything has a purpose Character believability through body language and facial expressions Commitment to movement, body language and facial expressions Created the illusion of reality 					
9. Stage Presence	1	2	3	4	5
<ul style="list-style-type: none"> Confident Engages audience through passion, believability and creativity Comprehends the art of being an actor Professional attitude and behavior 					

Grade: 45-41= A, 40-36=B, 35-32=C, 31-27=D, 26-0=F

COMMENTS

VOCAL MUSIC Audition Guidelines

The audition will consist of the performance of a prepared solo, evaluation of tonal memory and sight singing. Evaluation will also be based upon potential ability, performance skills and knowledge of music fundamentals. Students will be placed into the vocal class that best reflects their current vocal placement.

How To Prepare For The Audition

Choose one appropriate prepared piece (30 seconds to 1 minute in length) that best suits your voice (this is your time to show off!).

Practice with an accompaniment on CD, mp3 player, or a piano accompanist.

What To Bring To The Audition

- Accompaniment on CD or mp3
 - Youtube.com is a valuable resource for karaoke.
- You may bring a live accompanist but this is not required

What To Expect During The Audition

In the audition, you will sing through your prepared piece by memory. Depending on time, you may be asked to sing only a portion of your piece. You may be given a suggestion and asked to sing it again. You may also be asked to sing a familiar tune (i.e. My Country 'Tis of Thee, Star Spangled Banner, etc.)

The audition will include:

- Performance of prepared piece
- Additional piece if requested

Evaluation

Students will be evaluated individually. Areas of assessment will include:

- Tone Quality
- Rhythm
- Notes and Pitch
- Expression and Style
- Music Choice
- Tonal Memory
- Singing Lowest of Two Pitches
- Sight Reading
- Ability to receive feedback/constructive criticism

If you are interested in being a part of Show Choir, there will be a dance portion to the audition that will be held at a separate time than the vocal auditions.

VOCAL MUSIC Audition Rubric

Student Name _____

Date _____

Song Title _____

Criteria Prepared Piece	Score
<p>Tone Quality</p> <p>5- Consistently focused and clear; open warm and mature 4- Usually clear, focused, somewhat warm 3- Somewhat unfocused, thin 2- Very unfocused; strident tone or breathiness detracts from performance 1- No focused singing tone, sounds like talking</p>	
<p>Rhythm</p> <p>5- Beat is secure, rhythms accurate 4- Beat is secure, rhythms mostly accurate 3- Beat erratic, frequent or repeated duration errors detract from overall performance 2- Erratic beat and rhythms detract significantly from performance 1- Has little to no sense of the beat or is extremely off from the music</p>	
<p>Notes and Pitch</p> <p>5- Virtually no errors, pitch is very accurate 4- Occasional isolated error; most of the time pitch is accurate and secure 3- Some accurate or secure pitches 2- Very few accurate or secure pitches 1- Pitch of voice has no relation to pitch of accompaniment</p>	
<p>Expression and Style</p> <p>5- Performs with creative nuance, facial expressions and vocal style appropriate to the music 4- Some performance of creative nuance, facial expressions and vocal style appropriate to the music 3- Occasionally performs with expressive nuance 2- Very little demonstration of style or expressive nuance, or is expressing the wrong style 1- No demonstration of style or expressive nuance</p>	
<p>Music Choice</p> <p>5- Chose a song that fits their vocal range, vocal style and personality perfectly 4- Chose a song that fits their vocal range but not their vocal style 3- Chose a song that was vocally just outside of their vocal range and vocal style 2- Chose a song that was vocally outside of their range and vocal style 1- Chose a song that was way too demanding vocally</p>	
Ear Training Score	Score
<p>Tonal Memory (student echoes 4 note patterns, three trials)</p> <p>4- Sings all notes correctly 3- Sings most notes correctly 2- Sings some notes correctly 1- Sings few or no notes correctly</p>	
Final Score:	
Comments	
<p>Recommended for:</p> <p>Women's Choir ____ Vocal Ensemble ____ Show Choir ____ Jazz Choir ____</p>	