### Dance

**All Grades**  
Students will participate in a group technique class, which will consist of ballet, modern, and jazz techniques. In addition, applicants will perform a one-minute solo choreography in a discipline of choice. The applicant must bring his or her own CD or iPod to accompany their solo choreography. Proper dance attire should be worn throughout the audition process. A brief interview will conclude the audition.

### Instrumental Music

**All Grades**  
Students will perform two prepared pieces of contrasting style that accurately reflect their level of playing ability. These selections may be from the solo repertoire, études, or technical studies. Included in the audition will be the playing of major and minor scales and sight-reading. **Students may audition on one instrument only.**

### Literary Arts

**All Grades**  

#### Part One: Writing Portfolio

Students applying for the Literary Arts department at Pittsburgh CAPA 6–12 should submit a writing portfolio that includes:

- **Neighborhood Stories**  
  - As writers we are greatly influenced by the neighborhood we grow up in. In fact, the first stories that many of us put to paper concern our own neighborhood. Write a true story about a memorable event that happened in your neighborhood. The story should include intimate details that will help the reader see, hear, smell and feel what it’s like to live, hang-out, or visit your neighborhood. Make sure that by the end of the story the reader understands why this event was important to and perhaps how it changed the way you think, feel and see your neighborhood and the people in it. This story should be no longer than 750 words. The goal of this task is to help applicants see their neighborhood as a source of identity and therefore inspiration for further observation and investigation. To help students not take for granted the power that their environment exerts on them. Prior to writing this essay read Brian Doyle’s Imagining Foxes to help understand the type of story that this prompts asks applicants to write. You may access this essay at http://brevitymag.com/nonfiction/imagining-foxes.

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

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

#### Part Two: On-Site Audition for Invited Students

Based on faculty review of writing portfolios, only select applicants will be invited to attend an on-site audition. Writing portfolios will be judged on mechanical and stylistic elements, originality and creativity, the ability to write to a prompt, and the ability to use figurative language and storytelling elements in the writing. The incoming literary arts classes for the 2020–21 school year will be selected from students invited to attend the On-Site Audition. Selected applicants will be notified about the audition in writing and should plan to attend the literary arts auditions in January 2020. Invited applicants can expect more details at the time of invitation to the On-Site Audition.

#### On-Site Audition

On the day of the audition, each invited student will participate in a group dynamic exercise, a classroom lesson with an on-site writing task and reading comprehension and fluency assessments.

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*Audition requirements continue on the next page.*
## Audition Requirements by Art Form (continued)

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| **Theatre: Drama or Musical Theatre** | **Incoming 6–8**  
Students must prepare a 1–2 minute monologue from the list provided on the website. The monologue must be fully memorized when presented at the audition. **Students are expected to read the entire play, and complete the monologue worksheet that can be found on the website to be brought with them to the audition.** If students auditioning for Middle School Theater wish to sing as part of their audition, (although it’s not a requirement) they should prepare age appropriate material. An example would be something from any Disney musical. The sheet music for the chosen song must be in a 3-ring binder. NO KARAOKE TRACKS WILL BE ALLOWED. An accompanist will be provided. During the audition, students may be asked questions about their monologue and the material it came from, students may be given direction by the instructors and asked to make adjustments on the spot, and students will then be asked to read aloud from a selection given that day.  
**We strongly suggest that prospective students attend at least one of our three audition workshops to receive guidance on audition prep as well as feedback and coaching from instructors on their chosen monologue.** |
| **Production Technology**        | **Incoming 6–8**  
Students Auditioning for Grades 6–8 should bring the following to their audition:  
A portfolio of 2–4 examples of their creative/design work such as; drawings, paintings, crafts, sketchbooks, class projects, etc. Photos of big projects are okay, but the student should bring at least two actual items.  
**AND**  
One new, completed creative/technical project of their choosing. Examples include set models, props, small pieces of furniture. The project must be small enough to bring to the audition. It should be the student’s own creation, but they may have help, e.g. with gluing large pieces or cutting material. Drawings and photographs of the process of making the project are encouraged. **Projects involving use of power tools or similar hazards should be supervised by a competent adult.** All student work will be returned at the end of the audition, but we will take a photo of the projects.  
Students should be able to explain how they came up with the idea for the project and describe what exactly they did to make it. Students will also be presented with a hands-on exercise. |
|                                  | **Incoming 9–12**  
Students Auditioning for Grades 9–12 should bring the following to their audition:  
A portfolio of 3–5 examples of their recent creative/design work such as; drawings, paintings, crafts, sketchbooks, class projects, etc. Photos of big projects are okay, but student should bring at least three actual items.  
**AND**  
A model of a stage set or a scene from a movie plus a full-scale prop/set piece for that set. The project must be portable enough to bring to the audition. Bring at least one hand drawn sketch, preferably a scale drawing, of each item. The model and prop should be the student’s own work, demonstrating creativity and craftsmanship. They may have help, e.g. with gluing large pieces or cutting material. Photos showing the process of creating the model and prop are encouraged. **Projects involving use of power tools or similar hazards should be supervised by a competent adult.** All student work will be returned at the end of the audition, but we will take a photo of the projects.  
Students should be prepared to describe their creative process from initial idea through completion of the project, detailing choices made, lessons learned (especially from mistakes) and skills used. Students will also be presented with a hands-on exercise and required to measure several objects to the nearest 1/8 inch. |

*Audition requirements continue on the next page.*
### Visual Arts

**Incoming 6–8**

Students will participate in an on-site, on-demand multi-faceted review of the student’s portfolio, drawing, writing and an interview.

All students must bring a portfolio of 10 (ten) original artworks that include:

1. A self-portrait in pencil done from observation (looking into a mirror) not at a photograph.
2. A drawing done from observation—choose an object and draw it with pencil.
3. A painting in watercolor, acrylics or oil paints. It may be done on paper, canvas or Masonite board.
4. A three-dimensional work—a sculpture, ceramic work or multi-media construction.
5. A project done in school under teacher direction.
6. A project done at home without adult input.
7. The remaining 4 pieces should be chosen to demonstrate the student’s artistic interests and skills.

Cartoons and Anime should not constitute the majority of the artwork in the portfolio. Artistic work should, instead, show an emphasis on ORIGINAL observational drawings (drawing from life) and creativity/inventiveness. There are no size limitations but it should be easy for the student to carry to the audition and layout on the table. Clear photographs or digital prints are acceptable for three dimensional work but the actual work is preferred. Work does not need to be matted or framed but should be neat, clean and each piece dated. Work may be gathered into a large portable portfolio carrier either purchased or made at home. Two large sheets of cardboard with a taped edge to keep the work flat and safe are all that is needed.

**Incoming 9–12**

Students will participate in an on-site, on demand multi-faceted creativity exam. The exam will include writing a critical essay interpreting a master work of art, a problem solving event and an observational drawing. In addition, each applicant is required to submit a 10–15 piece portfolio including:

1. A detailed self-portrait **drawn with pencil** from observation not a photograph.
2. Five additional observational drawings: three in black and white with value (shading/gray scale) and two in color (colored pencil, marker, pastel and or watercolor). Topics: your hand, a view of your room, still life with a variety of objects including plants, an outdoor environment and one of your choices not listed above. No Anime or copied images.
3. Four original artworks in other media: painting, photography, fiber arts, printmaking, ceramics, digital media, video, mixed media. Although the original work is preferable you may also submit artwork samples on a CD as a JPEG, TIFF, PSD, GIF, or Quick Time file type. Please make sure that the CD is readable on MAC-based platform. You may also submit a short video as a DVD (Preferred) or VHS format.
4. A maximum of five additional items, free choice, any media.
5. Student sketchbook(s).

All work must be original, must be no more than 1 year old and in a variety of sizes.

### Vocal Music

**Incoming 6–8**

Students will sing one of the four songs listed on the Pittsburgh CAPA 6–12 website under the Vocal Department 6–8 Menu (*Maybe* from *Annie*, *Edelweiss* from *The Sound of Music*, *My Favorite Things* from *The Sound of Music* and *Where Is Love* from *Oliver*). No other song is required, so the student should be well-prepared, choose the song that best fits their voice. An accompanist will be provided, so there will not be a need to bring prerecorded music or electronic devices.

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

**Incoming 9–12**

Students will be required to sing one of two songs listed on the Pittsburgh CAPA 6–12 website under the Vocal Department 9–12 menu: *Since I First Saw Your Face*, and *Ward the Pirate*. Students should choose the song that best fits their voice, and sing the song exactly as it is written. The student will be required to sing an additional piece of her/his choosing. The additional song can be in any style. An accompanist will be provided, so there will not be a need to bring prerecorded music or electronic devices. Students will also perform pitch recognition exercises, complete a Music Theory placement exam and be interviewed by the Vocal Department Faculty. The music theory placement exam does not count towards deciding whether or not the student will be recommended, but helps the staff with determining the student’s background in the subject.