



101 Ridge Road
Little Silver, New Jersey 07739

Red Bank Regional Visual and Performing Arts Academy

Audition & Portfolio Requirements

It is recommended that you begin working on the portfolio requirements for your major immediately. Majors with a visual component, such as art, photo and creative writing, have portfolio requirements which take time to prepare. The pieces you select for your music audition must be planned in advance since an accompanist may be needed. Drama requires memorization. Just remember, your portfolio/audition will reflect the amount of time you have put into it. You may need an adult to assist you in the preparation and process. Use the following table of contents to find the major of your choice.

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Commercial Photography Major

Description and general information:

This is a vocationally focused, four-year sequential program for the serious art student. Level 1 is an introductory course to 35mm film and darkroom photography. Topics covered will include the use of the 35mm manual camera to concepts and skills of photographing and printing. Level 2 includes digital photography with emphasis on Photoshop tools and techniques including scanning and studio lighting. Level 3 introduces alternative and creative photo processes, as well as career opportunities in photography. Level 4 concentrates on portfolio development through the use of independent projects based on the elements and principles of design. Throughout the four year experience, history, aesthetics and critiquing are integral parts of each curriculum. Guest artists, photo-shoot field trips, and museum-related field trips supplement instruction.

Scope and Sequence of study:

9th Grade	10th Grade	11th Grade	12th Grade
Commercial Photo 1*	Commercial Photo 2*	Commercial Photo 3*	Commercial Photo 4*

*Indicates class meets daily for 82 minute block (both A & B Day)

Application/Portfolio/Interview requirements for Commercial Photography Major:

Portfolio – Portfolio will consist of 10 photos and 1 pencil sketch.

Photography Component

Students must submit a portfolio of ten 4x6 photographs consisting of the following subject matter:

- | | |
|---|--|
| 1 – Close-up landscape | 2 – Wide-angle landscape |
| 3 – Still life arrangement in natural light | 4 – Still life arrangement in artificial light |
| 5 – Self-portrait (think creatively) | 6 – Portrait in natural light |
| 7 – Portrait in artificial light | 8 – Abstraction |
| 9 – Choice shot | 10 – Choice shot |

Drawing Component

Pencil sketch of a still life on an 8x10 piece of paper. Choose three fruits and/or vegetables and arrange them in a strong composition.

Interview Component:

- 1 – Applicants should be prepared to talk about the life and work of a historical photographer that they enjoy.
- 2 – Applicants should be prepared to talk about their photographs and their experiences taking them.
- 3 – During the interview, applicants will arrange a still life (using objects we provide) and take several digital images. Be prepared with a camera of your own! Smartphones are acceptable as long as the screen is not cracked.

PRINTED Photos and drawing should be submitted with application by Dec. 4th.

Photographs are judged on composition, creativity, and technical qualities, such as focus, contrast, camera settings, cropping, art elements, art principals, and originality.

Creative Writing Major

Description and general information:

This program is a vocationally focused 82-minute block per day accelerated writing course for the serious student of writing. Taught in a genre approach in a workshop setting, the course demands that the student set individual reading and writing goals in addition to working in assigned forms. Cross-disciplinary projects, classroom visits by professional writers, competitions and publication opportunities, and field trips to readings and festivals are emphasized.

Scope and Sequence of study:

9th Grade	10th Grade	11th Grade	12th Grade
Creative Writing 1*	Creative Writing 2*	Creative Writing 3*	Creative Writing 4*

*Indicates class meets daily for 82-minute block (both A & B Day)

Application/Audition/Interview/Portfolio requirements for Creative Writing Major:

Students must submit, along with their application, a minimum of four writing samples which demonstrate their versatility and creativity in at least two of the following genres: poetry, fiction, non-fiction, journalism, playwriting, screenwriting, and essay writing.

Students will be interviewed and asked to read one of their pieces, to discuss their goals in the creative writing program and other areas of interest, and to critique a piece by another writer.

Students will be asked to recite a piece of writing from memory. This piece can be prose, poetry or any other piece, and can be an original work by the student or written by someone else. Students should bring a copy of the text they have memorized to the audition.

Writing Samples should be submitted with application by Dec. 4th.

Dance Major

Description and general information:

This is a vocationally focused, four-year sequential program for the serious student which encompasses the four cornerstones of dance: performing, creating, knowing history and culture and analyzing and critiquing. Students will develop their technique while exploring different styles of dance in the performance aspect of class. They will engage in the choreographic process and learn constructive critique skills. Students will perform dance works in two showcases as well as assemblies and community outreach throughout the year and will work with a guest artist in a mini-residency twice a year. They will also engage in research to explore careers, dance history and the influence of dance in culture. The class meets for an 82-minute block daily.

Scope and Sequence of study:

9th Grade	10th grade	11th Grade	12th Grade
Dance 1*	Dance 2*	Dance 3*	Dance 4*
French^	French^	French^	French^
			Anatomy & Physiology^

*Indicates class meets daily for 82-minute block (both A & B Day)

^suggested elective/course for this major (world language)

Application/Audition/Interview/Portfolio requirements for Dance Major:

Part I

Dancers will be expected to participate in a ballet class, which will include ballet barre, adagio, pirouettes, petit and grand allegro.

Part II

Modern progressions across the floor

Part III

Short Jazz combination

Part IV

Short Improvisation

Proper ballet attire is required — black leotards, pink tights, ballet slippers, hair neatly secured in a bun. Men-Black dance pants, white T-shirt, hair pulled back, ballet or jazz shoes.

The audition will be approximately two hours long.

Drama Major

Description and general information

This is a comprehensive, vocationally focused, career-oriented, four-year sequential program for the serious drama student. The program covers all aspects of theatre with the focus being the refinement of the actor's skill. Course work is augmented by guest artists, productions, and field trips. After school rehearsals may be required.

Scope and Sequence of study:

9th Grade	10th grade	11th Grade	12th Grade
Drama Major 1*	Drama Major 1*	Drama Major 1* Stage Technology^	Drama Major 1* Stage Technology^

*Indicates class meets daily for 82-minute block (both A & B Day)

^suggested elective/course for this major

Application/Audition/Interview/Portfolio requirements for Drama Major:

Part I

Memorize and prepare to perform one of Shakespeare's Sonnets. (They are all available on line)

Part II

Memorize and prepare to perform any 1 to 2 minute monologue or speech from a play, film or book.

Part III

You will be asked to perform an improvisation during the audition.

Part IV

The adjudicators will speak with you and ask you questions about yourself. You may also ask questions that you may have about the program.

Criteria used for judging the student's performance are memorization, preparation, movement, articulation, diction, projection, expression, and stage presence.

Interactive Media Major

Application/Audition/Interview/Portfolio requirements:

Hands - On Portion

Using video equipment and/or a Smartphone record three videos:

Video 1 – Introduction (3 Parts): Record yourself introducing yourself (Part 1) and explain why you want to be a part of the Interactive Media Program (Part 2) along with describing what you think the major is (Part 3). Please make sure you have all three parts covered in this section.

Video 2 – You are the Star: Recreate a scene from your favorite movie/TV show but put your own spin on it.

This section should be about a minute long and include you speaking the dialogue with an added bonus of your creativity on it. It can be anything from costumes to accents to props. It does not matter as long as you make it creative and it shows your personality. You will **not be judged** on the actual acting ability but the overall attempt you make on camera. This portion is to see how comfortable you with being recorded and to see if you are willing to be creative on film.

Video 3 – PSA: Record a one minute Public Service Announcement on the “Hazards of *Teen Bullying*” You will not star in this video. You must direct people on how to act out your vision. You will not be judged on the acting ability within the piece but this is to see if you can get a message across using this media along with your ability to give directions. There should be facts and statistics included in this video. You **must also include** a Video Storyboard/sketches of your shots with your PSA. It can be emailed, mailed, or brought with you to the interview.

Optional:

Video 4 - Editing Skills: If you have the ability and equipment, combine the three videos together for one long video. Edit the footage to create one seamless video with titles, effects, credits, etc added to the piece. This part is not necessary but can show your added skill within the area of Interactive Media. If you do not have the equipment to do so then you do not have to complete this section.

Each video should be submitted through an email that includes:

~Email Attachment of the videos

~A link to each of the uploaded files on the Internet (YouTube, Vimeo or Google Drive).

Label your Video submission correctly with your name and the type of video it is. Please do not submit audition pieces as “untitled”, and/or as “numbers”.

Interview Portion for Interactive Media:

Come prepared to speak to a teacher and/or one former student about yourself and your desire to be in the program. You will be recorded during the interview in a simulated real life situation. Since the class is not purely video based, bring with you any examples of work that showcases your skills and creativity. It can be more videos, a short animation, photography, and/or artwork. We are looking for well rounded students so the more you bring the more of yourself will be reflected. If you do not have any pre-existing work then just come prepared to speak about yourself and your desire to learn.

All materials should be sent to: lboyle@rbrhs.org

Multimedia Music with a Concentration in Brass

Description and general information

VPA Brass Major is a vocationally focused, four-year sequential program for the serious brass instrumentalist (trumpet, French horn, trombone, euphonium, or tuba) that prepares the serious music student for the demands required to pursue music in a conservatory, college or university. The primary concentration of this course is the development of total musicianship for the brass player through experiential learning in brass instrument technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience, and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades. Students enrolled as a Brass Major must register for the appropriate levels of Brass Major and VPA Music Theory. RBR Band is required for all levels as well.

Required Courses and Sequence of Study:

9th Grade	10th grade	11th Grade	12th Grade
Brass Major 1 RBR Band VPA Music Theory	Brass Major 2 RBR Band VPA Musicianship	Brass Major 3 RBR Band AP Music Theory	Brass Major 4 RBR Band Advanced Music Technology

Application/Audition/Interview/Portfolio requirements for Brass Major:

Part I- Solos*

Applicants are required to prepare two pieces of contrasting styles and period. (These pieces should be of comparable difficulty to the Intermediate All-Shore Band solo or Youth/Regional Orchestra solo.)

Part II- Scales

Applicants must also play major scales (up to 4 sharps or 4 flats) memorized, in the pattern of a quarter note followed by 6 eighth notes. Range requirements can be found under the "Audition Information" section on the CJMEA website: www.cjmea.org.

Part III- Written Test

All prospective instrumental candidates will take a written music theory/history placement exam to test their previous musical knowledge. Although students will not be expected to know everything on the exam, it will include notation, musical terms, symbols, key signatures, chords, scales, form, analysis, rhythmic reading and ear training.

The history portion will include questions about composers, time periods and genres, musical styles, performance practices and terminology.

*Your present music teacher should be able to assist you in the selection of these pieces.

Multimedia Music with a Concentration in Percussion

Description and general information

VPA Percussion Major is a vocationally focused, four-year sequential program for the serious percussionist that prepares the serious music student for the demands required to pursue music in a conservatory, college or university. The primary concentration of this course is the development of total musicianship for the percussion player through experiential learning in percussion technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Percussionists will study to be proficient in all areas of percussion including snare drum, mallet percussion, timpani, and drum set; however students can have a concentration in an area. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience, and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades. Students enrolled as a Percussion Major must register for the appropriate levels of Percussion Major and VPA Music Theory. RBR Band is required for all levels as well.

Required Courses and Sequence of Study:

9 th Grade	10 th grade	11 th Grade	12 th Grade
Percussion Major 1 RBR Band VPA Music Theory	Percussion Major 2 RBR Band VPA Musicianship	Percussion Major 3 RBR Band AP Music Theory	Percussion Major 4 RBR Band Advanced Music Technology

Application/Audition/Interview/Portfolio requirements for Percussion Major:

Part I- Solos*

Applicants are required to prepare two pieces of contrasting styles and period. Percussionists may choose to audition on more than one instrument (snare drum and mallets for example). These pieces should be of comparable difficulty to the Intermediate All-Shore Band solo or Youth/Regional Orchestra solo.

Part II- Scales and Rudiments

Applicants must play either major scales or snare drum rudiments. Prepared scales (up to 4 sharps or 4 flats) should be memorized and in the pattern of a quarter note followed by 6 eighth notes. Prepared rudiments and the scale range requirements can be found under the "Audition Information" section on the CJMEA website: www.cjmea.org.

Part III- Written Test

All prospective instrumental candidates will take a written music theory/history placement exam to test their previous musical knowledge. Although students will not be expected to know everything on the exam, it will include notation, musical terms, symbols, key signatures, chords, scales, form, analysis, rhythmic reading and ear training.

The history portion will include questions about composers, time periods and genres, musical styles, performance practices and terminology.

*Your present music teacher should be able to assist you in the selection of these pieces.

Multimedia Music with a Concentration in Strings

Description and general information:

This is a vocationally focused, four-year sequential program that prepares the serious music student for the demands required to pursue music in a Conservatory, College or University. The primary concentration of this course is the development of total musicianship for the soloist through experiential learning in technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades

Scope and Sequence of study:

9th Grade	10th grade	11th Grade	12th Grade
String Major 1* Orchestra Music Theory	String Major 2* Orchestra Musicianship	String Major 3* Orchestra AP Music Theory	String Major 4* Orchestra Advanced Music Technology

*Indicates class meets daily for 82-minute block (both A & B Day)

Application/Audition/Interview/Portfolio requirements for String Major:

Part I

Applicants are required to prepare two pieces of contrasting styles and period. (These pieces should be of comparable difficulty to the Youth/Regional Orchestra solo.)*

Part II

Applicants must play major scales (6 sharps-6 flats) memorized, in the pattern of a quarter note followed by 6 eighth notes. We follow the range requirements of CJMEA which can be found under "audition information" on their website: www.cjmea.org

Part III

All prospective String candidates will take a written music theory/history placement exam to test their previous musical knowledge. Although students will not be expected to know everything on the exam, it will include notation, musical terms, symbols, key signatures, chords, scales, form, analysis, rhythmic reading and ear training.

The history portion will include questions about composers, time periods and genres, musical styles, performance practices and terminology.

*Your present music teacher should be able to assist you in the selection of these pieces

Multimedia Music with a Concentration in Woodwinds

Description and general information:

VPA Woodwind Major is a vocationally focused, four-year sequential program for the serious woodwind instrumentalist (flute, clarinet, saxophone, bassoon, or oboe) that prepares the serious music student for the demands required to pursue music in a conservatory, college or university. The primary concentration of this course is the development of total musicianship for the woodwind player through experiential learning in woodwind instrument technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience, and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades. Students enrolled as a Woodwind Major must register for the appropriate levels of Woodwind Major and VPA Music Theory. RBR Band is required for all levels as well.

Required Courses and Sequence of Study:

9th Grade	10th grade	11th Grade	12th Grade
Woodwind Major 1 RBR Band VPA Music Theory	Woodwind Major 2 RBR Band VPA Musicianship	Woodwind Major 3 RBR Band AP Music Theory	Woodwind Major 4 RBR Band Advanced Music Technology

Application/Audition/Interview/Portfolio requirements for Woodwind Major:

Part I- Solos*

Applicants are required to prepare two pieces of contrasting styles and period. (These pieces should be of comparable difficulty to the Intermediate All-Shore Band solo or Youth/Regional Orchestra solo.)

Part II- Scales

Applicants must also play major scales (up to 4 sharps or 4 flats) memorized, in the pattern of a quarter note followed by 6 eighth notes. Range requirements can be found under the "Audition Information" section on the CJMEA website: www.cjmea.org.

Part III- Written Test

All prospective instrumental candidates will take a written music theory/history placement exam to test their previous musical knowledge. Although students will not be expected to know everything on the exam, it will include notation, musical terms, symbols, key signatures, chords, scales, form, analysis, rhythmic reading and ear training.

The history portion will include questions about composers, time periods and genres, musical styles, performance practices and terminology.

*Your present music teacher should be able to assist you in the selection of these pieces.

Piano Major

Description and general information:

This is a vocationally focused, four-year sequential program that prepares the serious piano music student for the demands required to pursue music in a Conservatory, College or University. The primary concentration of this course is the development of total musicianship for the soloist through experiential learning in technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades.

Scope and Sequence of study:

9th Grade	10th grade	11th Grade	12th Grade
Piano Major 1 Choir^ Music Theory	Piano Major 2 Choir^ Musicianship	Piano Major 3 Choir^ AP Music Theory	Piano Major 4 Choir^ Advanced Music Technology

^suggested elective/course for this major

Application/Audition/Interview/Portfolio requirements for Piano Major:

Part I

Students must perform one piece each from any two of the following major musical periods: Baroque, Classical, Romantic, Impressionistic or Twentieth Century. * Original or popular selections will **NOT BE ACCEPTED**

Part II

Applicants will be asked to sight-read an open score

Part III

Play major scales (sharps and flats) 2-4 octaves.

Part IV

All prospective piano, instrumental, and vocal performance candidates will take a written music theory/history placement exam to test their previous musical knowledge. Although students will not be expected to know everything on the exam, it will include notation, musical terms, symbols, key signatures, chords, scales, form, analysis, rhythmic reading and ear training.

The history portion will include questions about composers, time periods and genres, musical styles, performance practices and terminology.

*Your present music teacher should be able to assist you in the selection of these pieces

Studio Art Major

Description and general information: This is a vocationally focused, four-year sequential program for the serious art student. In each level, concepts and skills in Visual Communications, Design and visual art are combined in the study of both the Commercial and fine arts fields. Classes emphasize art skills, digital technologies, art history, aesthetics, linear and non-linear design, criticism and careers in preparation for college, advanced technical school or the workplace. Student exhibitions, interdisciplinary and community projects, professional guest artists, internships, workshops and museum/art-related field trips are part of the curriculum.

Scope and Sequence of study:

9th Grade	10th grade	11th Grade	12th Grade
Studio Art 1*	Studio Art 2*	Studio Art 3*	Studio Art 4*/AP Studio Art*

*Indicates class meets daily for 82 minute block (both A & B Day)

Application/Audition/Interview/Portfolio requirements for STUDIO Art Major:

Students must prepare a portfolio of 10 Pieces of original artwork. *No copies, no cartoon or comic book characters are permitted.*

The Portfolio should consist of the following:

1. Self-portrait in pencil
2. Figure drawing of a human form in pencil
3. Collage
4. Outdoor scene using pastels or colored pencils
5. Painting using (watercolor, acrylics, tempera, oil) in your choice of subject matter.
6. Still life of fruit in chalk or oil pastels.
7. Student's choice: painting, pencil sketches, computer art, pen and ink, sculpture, etc.
8. Student's choice: painting, pencil sketches, computer art, pen and ink, sculpture, etc.
9. Student's choice: painting, pencil sketches, computer art, pen and ink, sculpture, etc.
10. Student's choice: painting, pencil sketches, computer art, pen and ink, sculpture, etc.

All work should not exceed 16" x 20" excluding matting and mounting. Each piece should be cleanly presented on mat board or poster board, which can be purchased at any stationery or craft store. Work should be mounted or matted on gray, black, or white mat board with a 2" border on all sides.

Large sculptural pieces may be photographed.

Vocal Music Major

Description and general information:

VPA Piano, Harp, Strings, Brass, Woodwind or Percussion Major– This is a vocationally focused, four-year sequential program that prepares the serious music student for the demands required to pursue music in a Conservatory, College or University. The primary concentration of this course is the development of total musicianship for the soloist through experiential learning in technique, repertoire, performance practices, critical thinking and other aspects of musicianship. Aside from the main focus of performance of music, students will explore various genres of music history, gain live performance and studio recording experience and experiment with technology-based performance. Aspects of music production, business and music law will be addressed. Career readiness and exploration will be addressed throughout the curriculum. Various instructional technologies and internet applications will be integrated into the curriculum (such as use of spectrograms and oscilloscopes in musical training). Field trips, performances, and participation in concerts will be reflected in students' grades.

Scope and Sequence of study:

9th Grade	10th grade	11th Grade	12th Grade
Vocal Major 1*	Vocal Major 2*	Vocal Major 3*	Vocal Major 4*
Concert Choir	Concert Choir	Concert Choir	Concert Choir Advanced
Music Theory	Musicianship	Music Theory Piano Elective^	Music Technology Piano Elective^

*Indicates class meets daily for 82-minute block (both A & B Day)

^suggested elective/course for this major

Application/Audition/Interview/Portfolio requirements for Vocal Major:

Part I*

Applicants must sing two prepared songs of contrasting character.

- Songs may be selected from various genres such as opera, lieder, oratorio, art songs, Broadway, folk songs, spirituals, standards or ballads. Jazz, pop, rock, country and other popular genres are welcome, but still need to show range and contrast.
- Applicants should provide their own accompanist. Students may accompany themselves. Students may use a background track (karaoke) but not the original recording. Karaoke tracks may have background vocals. Recordings can be played from Smartphones, MP3 players, CD and YouTube, however care should be taken to find a background track of high quality that does not have advertisements that will use up audition time. Unaccompanied auditions will not be accepted. If an accompanist is needed, the applicant must contact the Visual and Performing Arts department at the time of application or at least two weeks prior to audition. In the event that an RBR accompanist will be utilized, applicants must pre-submit their sheet music.

Part II

Basic vocal exercises.

Part III

Ear training and sight singing ability.

Part IV

All prospective vocal performance candidates will take a written music theory / history placement exam to test their previous musical knowledge. Although students will not be expected to know everything on the exam, it may include notation, musical terms, symbols, key signatures, chords, scales, form, analysis, rhythmic reading and ear training. The history portion will include questions about composers, time periods and genres, musical styles, performance practices and terminology. *Preparation for this audition will probably require the assistance of an adult or music teacher.