



101 Ridge Road  
Little Silver, New Jersey 07739

## **Red Bank Regional Visual and Performing Arts Academy Audition & Portfolio Requirements for 2023-2024**

**PLEASE REFER BACK TO THE RBR WEBSITE FOR AUDITION SUBMISSION INSTRUCTIONS**

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 that take time to prepare. Majors with a performance component will also need time to rehearse/prepare/memorize audition pieces prior to submission. 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.

### **Table of Contents**

p.2	Commercial Photo.....Photos/drawing due with application December 4, 2023/Interview January 6, 2024
p.3	Creative Writing.....Writing Samples due by e-mail December 4, 2023, Audition/Review January 6, 2024
p.4	Dance.....Audition January 6, 2024
P.5	Media Production.....Portfolio due by e-mail December 4, 2023, Audition/Review January 6, 2024
p.7	Multimedia Music, Brass.....Audition January 6, 2024
p.8	Multimedia Music, Percussion.....Audition January 6, 2024
p.9	Multimedia Music, Strings.....Audition January 6, 2024
p.10	Multimedia Music, Woodwinds.....Audition January 6, 2024
p.11	Multimedia Music, Piano.....Audition January 6, 2024
P.12	Multimedia Music, Vocal.....Audition January 6, 2024
P.13	Studio Art.....Complete Portfolio (10 pieces) should be submitted at day of audition on January 6th, 2024
p.15	Theatre Arts.....Audition January 6, 2024

## **Commercial Photography Major**

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 an 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:**

9	10	11	12
Introduction to Film Process and Technique DL (with grade 12)	Introduction to Digital Process and Technique	Alternative Photo Process: Film	Portfolio Development/ Presentation and Exhibition
Composition: Elements & Principles of Art/Design Foundation	Photoshop: Design and Layout/Photography and Digital Graphics* (Open to non-majors w/ pre-requisite)	Alternative Photo Process: Digital	IB Film (Open to non-majors) <b><u>OR</u></b> AP Art & Design

### **Application/Portfolio/Interview Requirements for Commercial Photography Major:**

#### **Portfolio – The 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 drawings should be submitted with the application by Dec. 4th, 2023.**

*Photographs are judged on composition, creativity, and technical qualities, such as focus, contrast, camera settings, cropping, art elements, art principles, and originality. Any questions can be sent to Mrs. Lisko: [dlisko@rbrhs.org](mailto:dlisko@rbrhs.org)*

## **Creative Writing Major**

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:**

9	10	11	12
Introduction to fiction and non-fiction writing and performance	Creative Writing Workshop: Fiction & Nonfiction	Mastering the Art of Long Form Writing	Creative Writing 4 (DE): Novel Writing Workshop & Publication
Screenwriting /Playwriting Analysis Elective	Advanced Screen/Playwriting & Production Elective	IB Film SL	IB Theatre SL

### **Application/Audition/Interview/Portfolio Requirements for Creative Writing Major:**

**Students must submit**, along with their application, a minimum of **three** writing samples that 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 meet with the Creative Writing teacher on audition day; a scheduled time will be individually provided.**

During the interview, students will:

- Read one of their original pieces
- Discuss their goals in the creative writing program and other areas of interest,
- 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 the application by Dec. 4th, 2023.**

**Any questions can be sent to Mrs. McDavitt: [mmcdavitt@rbrhs.org](mailto:mmcdavitt@rbrhs.org)**

## **Dance Major**

This is a vocationally focused, four-year sequential program 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:**

9	10	11	12
Ballet, Modern and Contemporary Technique (Year 1)	Jazz and Hip Hop (Year 2)	IB Dance HL 1- Performance and World	IB Dance HL 2- Choreography
Choreography and Performance	Choreography and Performance	Choice of VPA Elective	1 Semester of Yoga and Movement Elective (Jazz and Hip Hop)

**French is the suggested World Language for this Major\***

### **Application/Audition/Interview/Portfolio Requirements for Dance Major:**

Students will attend a 2-hour audition for the dance department. Students should wear dance attire or black pants and a black tank top or t-shirt. They should bring any dance shoes and socks or go barefoot. Hair should be pulled back if it is long enough. Students will engage in a sampling of ballet, hip-hop, jazz, contemporary, and across-the-floor work. It is not necessary to know all styles. Students will learn a jazz combination to finish the audition which will include a brief improvisation section. Judges are looking for enthusiasm, stage presence, musicality, the ability to recall a short phrase of choreography, and students' willingness to grow and implement corrections.

**Please email Mrs. Scacco at [cscacco@rbrhs.org](mailto:cscacco@rbrhs.org) with any questions.**

## **Media Production Major**

This is a vocationally focused 4-year sequential program that provides students with training in computer applications that involve video, sound, and photo editing. During the 4 years, students will learn how to correctly use the Adobe software to create different types of Media. Students will learn the basic and then advanced techniques within the broadcasting and film industry. Students will complete electronic portfolios to highlight their work over the 4 years. Their skill will also be put to the test by producing promotional videos for the school, entering film contests, and just general class projects.

### **Scope and Sequence of Study:**

9	10	11	12
Media Production Academy	Media Production Academy	Media Production Academy	Media Production Academy
Intro to Film Production (Open to non-majors)	Photoshop: Design and Layout/Photography and Digital Graphics* Film Design (Open to non-majors w/ pre-requisite)	Advanced Filming (Open to non-majors w/ pre-requisite)	IB Film (Open to non-majors)

### **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 Media Production Academy (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 your actual acting ability but the overall attempt you make on camera. This portion is to see how comfortable you are 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 Media Production. 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 Media Production:**

Come prepared to speak about yourself and your desire to be in the program. You will be recorded during the interview to simulate a 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, work, and be in the Media Production Academy.

**Portfolio Due by Email Dec. 4th, 2023**  
[cgrillo@rbrhs.org](mailto:cgrillo@rbrhs.org)

\*All materials should be sent to: [lboyle@rbrhs.org](mailto:lboyle@rbrhs.org) and

## **Multimedia Music with a Concentration in Brass**

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 on the 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 the 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:**

9	10	11	12
Major 1	Major 2	Major 3	Major 4
ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)
Recitation Style Music Theory 1 (Or if ILO PE, Class of Music Theory I)	Recitation Style Music Theory 2	AP Music Theory	IB Music

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

#### **Part I - Solos** *(Your present music teacher should be able to assist you in the selection of these pieces.)*

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 two major scales, 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](http://www.cjmea.org).

#### **Part III - Sight Reading**

Applicants will perform a short piece at sight.

**Any questions can be sent to Mrs. Sarlo: [ksarlo@rbrhs.org](mailto:ksarlo@rbrhs.org)**

## **Multimedia Music with a Concentration in Percussion**

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	10	11	12
Major 1	Major 2	Major 3	Major 4
ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)
Recitation Style Music Theory 1 (Or if ILO PE, Class of Music Theory I)	Recitation Style Music Theory 2	AP Music Theory	IB Music

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

#### **Part I - Solos** *(Your present music teacher should be able to assist you in the selection of these pieces.)*

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 2 snare drum rudiments or 1 rudiment and one scale on the mallets. Prepared rudiments and the scale range requirements can be found under the "Audition Information" section on the CJMEA website: [www.cjmea.org](http://www.cjmea.org).

#### **Part III - Sight Reading**

Applicants will perform a short piece at sight.

**Any questions can be sent to Mrs. Sarlo: [ksarlo@rbrhs.org](mailto:ksarlo@rbrhs.org)**



## **Multimedia Music with a Concentration in Bass, Cello, Guitar, Violin and Viola**

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

### **Required Courses and Sequence of Study:**

9	10	11	12
Major 1	Major 2	Major 3	Major 4
ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)
Recitation Style Music Theory 1 (Or if ILO PE, Class of Music Theory I)	Recitation Style Music Theory 2	AP Music Theory	IB Music

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

**Part I – Solos** *(Your present music teacher should be able to assist you in the selection of these pieces.)* Applicants are required to prepare two pieces of contrasting styles and periods. (These pieces should be of comparable difficulty to the Youth/Regional Ensemble solo.)\*

#### **Part II - Scales**

Applicants must play two contrasting major scales memorized, in the pattern of a quarter notes followed by eight notes. We follow the range requirements of CJMEA which can be found under “audition information” on their website: [www.cjmea.org](http://www.cjmea.org)

#### **Part III - Sight Reading**

Applicants will perform a short piece at sight.

Any questions can be sent to Mr. Boga: [jboga@rbrhs.org](mailto:jboga@rbrhs.org)

## **Multimedia Music with a Concentration in Woodwind**

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:**

9	10	11	12
Major 1	Major 2	Major 3	Major 4
ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)
Recitation Style Music Theory 1 (Or if ILO PE, Class of Music Theory I)	Recitation Style Music Theory 2	AP Music Theory	IB Music

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

#### **Part I - Solos** *(Your present music teacher should be able to assist you in the selection of these pieces.)*

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 two major scales, 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](http://www.cjmea.org).

#### **Part III - Sight Reading**

Applicants will perform a short piece at sight. **Any questions can be sent to Mrs. Sarlo: [ksarlo@rbrhs.org](mailto:ksarlo@rbrhs.org)**

## **Multimedia Music with a Concentration in Piano**

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:**

9	10	11	12
Major 1	Major 2	Major 3	Major 4
ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)
Recitation Style Music Theory 1 (Or if ILO PE, Class of Music Theory I)	Recitation Style Music Theory 2	AP Music Theory	IB Music

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

#### Part I - Solos *(Your present music teacher should be able to assist you in the selection of these pieces.)*

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**

*\*Students have the option to play a third song that does not belong to one of the above categories (ex. Jazz, Pop, Broadway) if they so desire.*

#### Part II - Scales

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

#### Part III - Sight Reading

Applicants will perform a short piece at sight.

**Any questions can be sent to Ms. Borrelli: [vborelli@rbrhs.org](mailto:vborelli@rbrhs.org)**

## **Multimedia Music with a Concentration in Vocal Studies**

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:**

9	10	11	12
Major 1	Major 2	Major 3	Major 4
ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)	ENSEMBLE as an Embedded Honors (Band, Choir, Orchestra)
Recitation Style Music Theory 1 (Or if ILO PE, Class of Music Theory I)	Recitation Style Music Theory 2	AP Music Theory	IB Music

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

#### **Part I - Solos** *(Your present music teacher should be able to assist you in the selection of these pieces.)*

Applicants must sing/submit two prepared songs of contrasting character, from memory. Songs may be selected from various genres such as opera, lieder, oratorio, art songs, musical theatre, folk songs, spirituals, standards or ballads. Jazz, pop, rock, country and other popular genres are welcome, but still need to show range and contrast.

Songs should be performed against a pre-recorded accompaniment/karaoke track. It is NOT ok to sing along with a youtube video where the primary vocalist is still present. That said, a track with only background vocals is acceptable.

#### **Part II - Scales**

Applicants must sing a "high" and "low" scale on open vowel [a] (two separate scales). For the "low" scale, please start at the top of the scale, descend down, take a breath, and ascend back to the top. Starting pitch for the "low" scale is Bb4. For the "high" scale, please start at the bottom of the scale, ascend up, take a breath and descend back to the bottom. Starting pitch for the "high" scale is Eb4. Starting pitches can be given, but scales should be sung without accompaniment.

**Any questions can be sent to Mr. Krajcik: [bkrajcik@rbrhs.org](mailto:bkrajcik@rbrhs.org)**

## DESIGN & VISUAL COMMUNICATION (Formerly Studio Art)

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:

9	10	11	12
Drawing for Design*	Color and Composition*	Foundations of Typography & Image Making*	Capstone Design Studio ( <i>Dual Credit</i> )*
Composition: Elements & Principles of Art/Design Foundation* (Replaces Art 1)	Photoshop: Design and Layout/Photography and Digital Graphics* (Open to non-majors w/ pre-requisite)	Image as Communication*	AP Art & Design*

### Application/Audition/Interview/Portfolio requirements for D&VC Major:

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

The Portfolio **must** include the following:

1. Self-portrait in pencil from observation. Looking at yourself in a mirror, not from a photo.
2. Figure drawing of a human form in pencil from observation. Don't use a photo for reference.
3. Collage. A work made from different materials and mediums.
4. Outdoor scene painting using acrylic, watercolor, tempera, or oil paint.
5. Still life of fruit in chalk or oil pastels.
6. Interior space in colored pencil.
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.\*\*

\*\* Large sculptural pieces may be photographed.

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

**On-site still life drawing.** On the day of the audition, the student will be required to draw a still life provided to him/her before his/her audition time.

**Interview:**

Applicants are expected to talk about the work in their portfolio; their creative and artistic process, as well as discuss artistic influences that are of interest to them. This will be part of the audition scoring.

**Scoring the Portfolio:**

The portfolio is scored based on a scoring rubric that focuses on artwork composition, technical skills, medium application, use of art elements and principles, creativity, overall look of the piece, and presentation.

**Complete Portfolio (10 pieces) should be submitted on the day of the audition on January 6th, 2024.**

**Any questions can be sent to Mrs. O'Connor: [coconnor@rbrhs.org](mailto:coconnor@rbrhs.org)**

## **Theatre Arts Major**

This is a comprehensive, vocationally focused, career-oriented, four-year sequential program for the serious drama student. The training emphasizes work in voice, speech, movement, mime, acting, scene work and monologue work with an impetus in improvisation and the Stanislavski technique. Students prepare for a career in television and film with extensive on-camera work. The program covers all aspects of theatre with the focus being the refinement of the actor's skill. Coursework is augmented by guest artists, productions, and field trips. After-school rehearsals may be required.

### **Scope and Sequence of study:**

9	10	11	12
Theatre Arts 1 & 2: (RBRTTheatre Co.) Classical and Contemporary Theatre	Theatre Arts 1 & 2: (RBRTTheatre Co.) Classical and Contemporary Theatre	Theatre Arts 3: Advanced Acting & Ensemble	Theatre Arts 4: Advanced Acting & Ensemble
Fashion Design Elective	Screenwriting/Playwriting Analysis Elective	IB Theatre SL	Advanced Screenwriting/Play writing & Production

### **Application/Audition/Interview/Requirements for Theatre Arts Major:**

Instructions for the applicant:

Applications should be submitted by December 4th. **Audition: You are to prepare one Shakespearean Sonnet and one Contemporary Monologue for the audition. The audition and meeting will take place on Saturday, January 6th for an interview and for the improvisational part of the audition with the instructor. The audition will take place on the auditorium stage of the Joe A. Russo III Theatre.**

#### Part I

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

#### 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 interview.

#### Part IV

The instructor will speak with you and ask you questions about yourself. You may also ask questions that you may have about the program at the interview session.

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

**Any questions can be sent to Mr. Jackson: [rjackson@rbrhs.org](mailto:rjackson@rbrhs.org)**