



**Application for the**  
**2018 Tennessee Governor's School**  
**for the**  
***Arts***  
**at**  
***Middle Tennessee State University***

## General Information

The Tennessee Governor's Schools offer Tennessee high school students intensive learning experiences on postsecondary campuses. Each school system is encouraged to share the Governor's School information and applications with strong students who meet the criteria listed below. Nominations for the Tennessee Governor's Schools must be made by high school educators who can speak to the student's potential for success in the program. Each Governor's School convenes an application review committee to select the students invited to attend each school.

### **Submitting the Application:**

Completed applications should be mailed by the nominating educator to the respective Governor's School(s). Applications submitted directly by students will not be accepted. The student may keep a copy of the application, excluding the confidential *Teacher Reference* forms and the confidential *Counselor/Administrator Verification* form; the nominating educator should keep one complete copy of the submitted application package.

### Application Submission Instructions

Ensure applications are complete, arranged in the correct order, and contain all required signatures and documents as outlined below.

1. Nominating educators must submit applications with a postmark no later than the deadline(s) listed on page two of each application.
2. Each Governor's School has specific essay and writing sample questions. All questions must be answered and submitted with the application packet.
3. Class rank, class size, numerical test scores, etc., must be verified by the school counselor or school administrator, if available. Please note that while PSAT, SAT, and ACT scores are not mandatory, school administrators are strongly encouraged to include this information if available.
4. Students are to list two teachers (see school-specific list) to complete the confidential *Teacher's Reference* forms. If the teacher is not the faculty member nominating the student, he/she should return the completed reference forms directly to the nominating educator. There is a space available at the bottom of the teacher reference form to put the name of the school personnel to whom the form is to be returned.
5. An official transcript must be included in the application packet.

Additional guidance on completing the required forms can be found on page 3 of the application packet, "Application Checklist."

**Governor's School for the Arts**  
Middle Tennessee State University  
June 1 - June 24, 2018

The 2018 Governor's School for the Arts program will include music, visual arts, theater, filmmaking, and dance. Going beyond performance and appreciation activities, students will experience the development of specialized activities within their chosen focus area.

- Music - Students participate in one of the following groups: orchestra, wind ensemble, chorale, harp and piano ensemble. They take classes in theory, conducting, improvisation, world music and participate in chamber music or an opera workshop. They also rehearse within their groups and present several concerts.
- Theatre - Students participate as performers and design/technicians. Each student will study all areas of scenery, costuming, sound, lighting, and other forms of stagecraft. In addition, all students will study and develop skills in performance, including acting, stage combat, voice, stage movement, and other aspects of the performing arts. All students in theatre work as an ensemble to produce a finale production.
- Visual Arts - Students take classes and workshops in clay, drawing, painting, sculpture, printmaking, computer imagery, photography, video and a wide selection of other visual arts technologies. Student work is displayed to the public in the art department gallery. During the session, visual arts students are offered individual assistance in skill development, counseling on developing portfolios for college admission, and finding personal approaches to making art.
- Dance - Students take classes in ballet and pointe technique, modern, jazz, partnering, anatomy & kinesiology, folk & multi-cultural dance, and other dance forms. In addition, students are provided a number of informal and formal performance opportunities including the culminating experience of producing a major dance performance.
- Filmmaking - Students are introduced to both the theory and technical aspects of filmmaking. Through lectures, films and hand-on experiences, students will learn the three aspects of filmmaking: pre-production, production, and post-production. Student projects will include Self-portrait, Process, and a 5-10 minute Narrative Short as the final project which will be submitted to the Nashville Film Festival.

Students who wish to apply for more than one (1) Arts area must fill out separate applications for EACH area. For example, a music student applying for 1) Music/Oboe; 2) Music/Voice and 3) Visual Art must submit a complete application packet for EACH of those three areas. All tenth or eleventh grade students who submit a complete application packet, and postmark it on or before the deadline will be invited to audition in person at Middle Tennessee State University during the 2018 spring semester. Students must audition in order to be considered for acceptance into the program. Additional information about the audition process is available at the end of this application packet and at [www.gsfta.com](http://www.gsfta.com).

**In addition to the paper application, students must also submit an online form at <http://gsfta.com/2018-online-student-data-form/>.**

**Application deadline: November 5, 2017**

Applicant:

Nominating HS Faculty:

## Governor's Schools of Tennessee – Application Checklist

### Is this application complete?

<input type="checkbox"/> Applicant Information Form <input type="checkbox"/> Completed by Applicant/parent/guardian
<input type="checkbox"/> Certification of Application <input type="checkbox"/> Signed by applicant <input type="checkbox"/> Signed by parent/guardian <input type="checkbox"/> Signed by counselor/ administrator
<input type="checkbox"/> Student Achievement Information <input type="checkbox"/> Completed and signed by counselor/principal
<input type="checkbox"/> Confidential Teacher Recommendation 1 <input type="checkbox"/> Completed and signed by teacher 1
<input type="checkbox"/> Confidential Teacher Recommendation 2 <input type="checkbox"/> Completed and signed by teacher 2
<input type="checkbox"/> Official Transcript
<input type="checkbox"/> Questions referred to on page 6 <input type="checkbox"/> Student responds to each question

## Governor's Schools of Tennessee – Teacher Recommendation Guide

The two confidential *Teacher Recommendation* forms should be completed as follows:

Governor's School	Teacher Recommendation 1	Teacher Recommendation 2
Agricultural Sciences	Applicant's choosing	Applicant's choosing
Arts	Arts area teacher	Applicant's choosing
Computational Physics	Science teacher	Math teacher
Emerging Technologies	Science teacher	Math teacher
Engineering	Science teacher	Math teacher
Humanities	English teacher	Applicant's choosing, preferably in humanities discipline
Innovation & Entrepreneurship	Technology or business teacher	Applicant's choosing
Integration of Biological & Statistical Sciences	Science teacher	Math teacher
International Studies	Foreign language teacher, if available	Social studies teacher, if available
Prospective Teachers	English teacher	Applicant's choosing
Sciences & Engineering	Science teacher	Math teacher
Scientific Exploration of Tennessee Heritage	Social studies or science teacher	Humanities or arts teacher

**Please list the two teachers from whom the applicant is requesting confidential teacher recommendations.**

	Name	Subject
Teacher 1		
Teacher 2		

## Governor's Schools of Tennessee - Applicant Information Form

Student Information			
Last Name	First Name	Middle Name	
Mailing Address	City	Zip Code	County
Home Phone	Cell Phone	Email Address	
	<input type="checkbox"/> Female <input type="checkbox"/> Male	<input type="checkbox"/> Native American <input type="checkbox"/> Asian <input type="checkbox"/> Hispanic or Latino	<input type="checkbox"/> Black or African American <input type="checkbox"/> White <input type="checkbox"/> Other
Date of Birth Month/Day/Year	Gender	Race (select all that apply)	

Parent/Guardian Information		
Parent/Guardian Name	Relationship to Applicant	
	, TN	
Mailing Address	City	Zip Code
Work Phone	Cell Phone	Email Address

School Information		
School Name	District Name	
Counselor Name	Phone	Email
	, TN	
Mailing Address	City	Zip Code

## Governor's Schools of Tennessee – Certification of Application

### Preference Indication

Any student applying to multiple Governor's Schools **must** rank the schools in order of preference on this form only (1=most preferred, etc.). It is not necessary to rank schools to which the student will not apply.

Ranking	Governor's School
	Agricultural Sciences
	Arts
	Computational Physics
	Emerging Technologies
	Humanities
	Innovation and Entrepreneurship
	Integration of Biological & Statistical Sciences
	International Studies
	Prospective Teachers
	Sciences and Engineering
	Scientific Exploration of Tennessee Heritage

### Student Assurances

I have not previously attended a Tennessee Governor's School, and I affirm, agree, and/or understand that all statements on this form are true and accurate; any misrepresentation or omission of material facts may result in disqualification or termination should I already be enrolled in a Tennessee Governor's School.

By making this application, I and my parent/guardian agree to the release of any necessary school records to the Governor's School and the respective university for the purpose of determining eligibility. I/we understand and agree that such school records will be kept confidential and used only for determining admissibility to the Governor's School. Students who do not agree to the release of such school records for determining admissibility will not be considered for the Governor's Schools.

I certify to the best of my knowledge all of the information provided in this application is correct. I acknowledge that information about me may be used for publicity purposes if I am selected to attend a Governor's School.

Applicant's Printed Name

Applicant's Signature

Date

### Parent/Guardian Assurances

I have carefully reviewed the information on this application and give my permission for my son/daughter to proceed with application procedures. I acknowledge that the Governor's Schools may offer university course credit and grades which will require university enrollment. I authorize the high school and its employees to release any information necessary for this application.

Parent/Guardian's Printed Name

Parent/Guardian's Signature

Date

### School Assurances

I nominate the applicant listed above for the Tennessee Governor's School and certify that the applicant meets the criteria and the prerequisites of the Governor's School to which the application is made. I recommend this student for admission to the Governor's School(s), for admission to the hosting university during summer session 2018, and for enrollment in university courses which may or may not allow the student to earn postsecondary credit and grades.

Nominating Educator Printed Name

Nominating Educator Signature

Date

Governor's School for the Arts  
**Application and Audition Questions**

**Instructions: Indicate the area for which you are applying. Complete the corresponding section for your chosen focus area only. Please indicate only one (1) area per application.**

Visual Art		Theatre:	Performance	Design/Technical	Both
Dance		Music/Voice Part:	Soprano	Alto	Tenor Bass
Filmmaking		Musical Instrument			

**MUSIC:** Check one area only

Soprano		Violin		Flute		Bass Clarinet		Trombone		Piano
Alto		Viola		Oboe		Trumpet		Harp		Tenor
Cello		Bassoon		Tuba		Saxophone		Euphonium		
Bass		Double Bass		Bb Clarinet		Horn		Percussion		

Please list all of the music organizations at your high school in which you actively participate.

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**FILMMAKING/VISUAL ARTS:** Circle the following areas in which you have had experience:

Clay      Drawing      Painting      Sculpture      Photography      Video/Film

Others

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**DANCE:** List dance schools where you have studied and indicate how long you have studied at each one:

School/Teacher Names      School/Teacher Addresses      How long?

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Do you have any chronic injuries or any health related concerns we should be aware of that may impede a student's success in this vigorous program?

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Applicant:  
 Nominating Faculty:

## Governor's Schools of Tennessee – Student Achievement Information

**To the counselor/school administrator:** the student listed below is applying for selection to a Tennessee Governor's School. A complete application requires the following information and verification from you. While information pertaining to some of the following items may not be available for all students, please include all available information. Use the latest scores available. If your school does not rank, enter "do not rank" or "none."

Student Information					
Last Name		First Name		Middle Name	
<input type="checkbox"/> 10 <sup>th</sup> <input type="checkbox"/> 11 <sup>th</sup>					
Current Grade	Class Size	Class Rank	"HOPE Scholarship GPA"	Cumulative GPA	
<input type="checkbox"/> CTE (specify career cluster)	<input type="checkbox"/> Science and Math	<input type="checkbox"/> Humanities	<input type="checkbox"/> Fine Arts	<input type="checkbox"/> AP/IB	<input type="checkbox"/> Other (specify)
Elective Focus					
If the above-referenced students does not meet the prerequisites set forth in the application packet, is not academically qualified, and/or you would not recommend this student for a Governor's School, then the student is ineligible and an application should not be submitted.					

Achievement Tests			
Test (list others as appropriate)	Grade Administered	Score	Percentile Ranking(s)
TCAP Writing Assessment			
Aptitude Tests			
Test	Grade Administered	Score	Percentile Ranking(s)
PLAN Composite			
ACT Composite			
PSAT Critical Reading			
PSAT Writing			
SAT Verbal			
SAT Math			
SAT Writing			
SAT II - specify test(s)			
Any Additional Relevant Test Scores			
Name of Test	Grade Administered	Total Score / Subscores	Percentile Ranking(s)

Attendance and Discipline		
	2016-17	2017-18 (to date)
Number of days absent		
Number of disciplinary referrals (please explain or attach disciplinary record on separate sheet)		



**Counselor/Administrator Verification**

1. Please provide narrative comments about this student to help with our evaluation. Narrative comments are extremely helpful to the selection committees during the evaluation process. Use a separate sheet if necessary.

2. Have you reviewed the student's academic records?

- Yes
- No

3. Does the student meet the prerequisites of the Governor's School(s) to which this application is made?

- Yes
- No

4. In your opinion, how academically qualified is the student for the Governor's School experience?

- Highly Qualified
- Qualified
- Marginally Qualified
- Not Qualified

I certify to the best of my knowledge the above results are accurately reported.

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Counselor/administrator's Printed Name

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Counselor/administrator's Signature

Date

# Governor's Schools of Tennessee – Confidential Teacher Recommendation

## Student Information

Last Name	First Name	Middle Name
Educator nominating applicant:		Deadline to return teacher recommendation

**To the teacher:** The above-referenced student is applying to attend one of the Tennessee Governor's Schools, an intensive residency program for mature, gifted, and talented students. This applicant has designated you as one of his or her teachers of reference. This recommendation form is a critically important part of the student's application and will have a significant role in the selection process. Please provide us with a candid, frank, and complete assessment of this student's maturity, attitude, work commitment, and creativity. This form will not become a part of the student's regular school records; it will be used solely by officials of the Governor's School to aid them in the selection process. The contents of this form will not be disclosed to the applicant or his/her parents/guardians. The Governor's School officials greatly appreciate your help in this selection process.

**Please return this completed form to the applicant's nominator by the date listed above.**

1. How long have you known and worked with this applicant?

2. In what situations have you served as this applicant's teacher?

3. Please evaluate this applicant in the areas below, comparing him or her with similar outstanding students you have had in the past:

<p><i>Ability to learn</i></p> <input type="checkbox"/> Learns very quickly <input type="checkbox"/> Learns readily <input type="checkbox"/> Average <input type="checkbox"/> Must work hard to learn <input type="checkbox"/> Does not learn easily	<p><i>Attitude toward work</i></p> <input type="checkbox"/> Outstanding <input type="checkbox"/> Above Average <input type="checkbox"/> Average <input type="checkbox"/> Can be indifferent <input type="checkbox"/> Lacks commitment	<p><i>Dependability/consistency</i></p> <input type="checkbox"/> Always dependable <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Occasionally unreliable <input type="checkbox"/> Usually unreliable
<p><i>Initiative</i></p> <input type="checkbox"/> Self-directed/motivated <input type="checkbox"/> Usually independent <input type="checkbox"/> Completes work assigned <input type="checkbox"/> Needs some prodding <input type="checkbox"/> Very hesitant	<p><i>Judgment</i></p> <input type="checkbox"/> Exceptionally good <input type="checkbox"/> Above average <input type="checkbox"/> Average for a teenager <input type="checkbox"/> Occasional poor judgments <input type="checkbox"/> Frequent poor judgments	<p><i>Maturity</i></p> <input type="checkbox"/> Extremely mature <input type="checkbox"/> Above average <input type="checkbox"/> Average teenager <input type="checkbox"/> Somewhat mature <input type="checkbox"/> Very immature
<p><i>Relations with others</i></p> <input type="checkbox"/> Exceptionally good <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Occasional conflicts <input type="checkbox"/> Many conflicts	<p><i>Quality of work</i></p> <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Very poor	<p><i>Quantity of work</i></p> <input type="checkbox"/> Unusually high output <input type="checkbox"/> Above average <input type="checkbox"/> Average output <input type="checkbox"/> Not a great producer <input type="checkbox"/> Low output, slow

4. How would you describe the applicant's punctuality?

High  Average  Low

Continued on next page

Governor's Schools of Tennessee – Confidential Teacher Recommendation  
(cont'd)

5. What is your best judgment about this applicant's emotional maturity and stability to deal with an intensive residency program in which he/she will meet new people, face new situations, and encounter new challenges during the weeks of the program?

- This applicant will adapt readily to the changes and challenges and will be a successful participant.
- This applicant should be able to adapt to the changes and challenges with minimal adjustment.
- This applicant should succeed but will have some difficulty dealing with the stress.
- This applicant may have some difficulty dealing with the stress and may not be successful.
- This applicant will have great difficulty dealing with new situations and challenges.

6. This applicant's outstanding personal qualities are:

7. The personal qualities this applicant should strive most to improve are:

8. Please indicate your overall judgment about this applicant:

- Very highly recommended, an outstanding student who will do well in the school.
- Highly recommended, a very good student who will be successful in the school.
- Recommended, a good student who will participate effectively in the school.
- Recommended with reservations, a good student but he/she may present some problems.
- I do not recommend this student.

9. Summary Comments: We must select a relatively small number of students from a large pool of exceptional applicants. Please tell us something about this student that is not reflected in any of the above ratings which will help us make a decision. What makes this applicant truly exceptional? Summary comments are extremely important to the selection committees, and reference letters are acceptable. If you need more space, you may attach another sheet.

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Name

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Signature

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Date

# Governor's Schools of Tennessee – Confidential Teacher Recommendation

## Student Information

Last Name	First Name	Middle Name
Educator nominating applicant:		Deadline to return teacher recommendation

**To the teacher:** The above-referenced student is applying to attend one of the Tennessee Governor's Schools, an intensive residency program for mature, gifted, and talented students. This applicant has designated you as one of his or her teachers of reference. This recommendation form is a critically important part of the student's application and will have a significant role in the selection process. Please provide us with a candid, frank, and complete assessment of this student's maturity, attitude, work commitment, and creativity. This form will not become a part of the student's regular school records; it will be used solely by officials of the Governor's School to aid them in the selection process. The contents of this form will not be disclosed to the applicant or his/her parents/guardians. The Governor's School officials greatly appreciate your help in this selection process.

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4. How would you describe the applicant's punctuality?

High  Average  Low

Continued on next page

**Governor's Schools of Tennessee – Confidential Teacher Recommendation  
(cont'd)**

5. What is your best judgment about this applicant's emotional maturity and stability to deal with an intensive residency program in which he/she will meet new people, face new situations, and encounter new challenges during the weeks of the program?

- This applicant will adapt readily to the changes and challenges and will be a successful participant.
- This applicant should be able to adapt to the changes and challenges with minimal adjustment.
- This applicant should succeed but will have some difficulty dealing with the stress.
- This applicant may have some difficulty dealing with the stress and may not be successful.
- This applicant will have great difficulty dealing with new situations and challenges.

6. This applicant's outstanding personal qualities are:

7. The personal qualities this applicant should strive most to improve are:

8. Please indicate your overall judgment about this applicant:

- Very highly recommended, an outstanding student who will do well in the school.
- Highly recommended, a very good student who will be successful in the school.
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9. Summary Comments: We must select a relatively small number of students from a large pool of exceptional applicants. Please tell us something about this student that is not reflected in any of the above ratings which will help us make a decision. What makes this applicant truly exceptional? Summary comments are extremely important to the selection committees, and reference letters are acceptable. If you need more space, you may attach another sheet.

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Name

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Signature

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Date

## Selection Process

### Auditions in Music

#### ***For brass, woodwinds and strings***

- a short prepared solo (unaccompanied); please prepare an entire solo (or etude), not just a few lines as is often required for All-East, All-Middle, All-West auditions
- all major scales and the chromatic scale (strings—major scales only)
- sightreading

#### ***For pianists***

- a minimum of 5 minutes and a maximum of 10 minutes of classical (non-popular) music. This should include at least two pieces of contrasting style. Arrangements, simplified versions and popular songs are inappropriate for these auditions. All pieces should be played from memory.
- all major scales, both hands, four octaves
- sightreading

#### ***For harp***

- Prepare two pieces of contrasting style.
- Sightreading.

#### ***For vocalists***

- A prepared Classical Art song from memory (we recommend that your selection be in English or Italian); you may provide your own accompanist, but one will be provided if you do not have one
- In addition you will be given a tonal memory and/or sight reading exam

#### ***For percussionists***

- timpani solo
- snare solo
- mallet solo
- sightreading on your choice of tympani, snare or mallets

### Auditions in theatre

The students have three options in application: 1) Performance Only, 2) Design/Tech Only, or 3) Both.

Please Note: If selected for the summer program, the student will be assigned specifically as either **Performance** or **Design/Tech**. If students apply for both **Performance** and **Design/Tech**, they will be accepted to *only one* aspect of the program.

## Theatre Performance Auditions/Interviews

Students interested in theatre (**Performance Only OR Performance & Design/Tech**) will be required to complete the following audition/interview process:

### The Audition

Prepare your audition piece to fit the time limits allowed.

- If **acting only**, the time limit is **sixty (60)** seconds
- If **singing only**, the time limit is **sixty (60)** seconds
- If **singing and acting**, the time limit is a total of **ninety (90)** seconds
  - **YOUR TIME BEGINS WITH THE FIRST WORDS YOU SAY, which should be your Name and Number.**
- If time is called, stop, repeat your name and audition number, and exit the room.
- An audition accompanist is provided. Bring sheet music with beginning and ending measures clearly marked and any cue lines noted. Music must be in the correct key; the pianist will not transpose.
  - **No one may sing without accompaniment.** Auditionees cannot accompany themselves on a musical instrument, nor are taped accompaniment or acapella singing permitted.
- No props are allowed. A chair may be used and will be provided.

### The Audition Procedure

**NOTE:** Many people will be moving in and out of the audition and holding areas. MTSU is not responsible for personal belongings, phones, tablets, music players, etc. Please leave these items with a friend while you are auditioning. If you must keep these items with you, please make certain they are **TURNED OFF** before entering the audition room.

1. Auditionees should report to the holding area near the audition room at least **30 minutes** prior to their anticipated audition time. Auditionees who miss their time will be rescheduled at the END of the day.
2. Each person will be escorted into the audition room. The first auditionee taking the "on deck" chair. When signaled by the Timekeeper, they will proceed to the stage where they will state their name and audition number, and present his or her audition piece. After your monologue and/or song, you should repeat your name and number. Even if time is called, you should repeat your name and number before you exit the stage.
3. When the person before you moves into the room, you will move to the "on deck chair"
4. After your performance audition, you will interview with the Area Coordinator of the Theatre Area.

### Audition Tips & Things To Consider

- Audition with your strengths. If you are a strong comedic actor, choose a comedic monologue. If you are a strong character actor, choose an appropriate piece. If you are not a strong singer, it is better not to sing.
- Choose a character as near your age as possible and within your age range.

- Avoid unnecessary vulgarity. College professors are rarely shocked, but they can be turned off.
- Memorize and rehearse your piece exactly as you intend to perform it **INCLUDING YOUR NAME AND NUMBER**. (Remember that your name and number at the beginning of your audition are a part of your 60 or 90 seconds)
- Avoid sitting, kneeling or lying on the stage floor as this may present sightline problems and you want everyone in the room to see you.
- If singing, get help picking a selection that shows your strengths. Perhaps choose the end of a song or a climactic vocal passage.

### **Design/Technical Theatre Interviews**

Students interested in theatre (**Design/Technical Only OR Performance & Design/Tech**) will be required to complete the following interview process:

1) Each applicant **MUST** participate in an **interview** to determine his or her interests, commitment, habits, plans, ambitions, maturity, and general knowledge of theatre. Students will be asked about experiences and interest in all areas of Technical theatre ---including costuming, makeup, sound, lighting, scenery, properties, and all other aspects of stagecraft. The interview will last approximately five minutes. For the interview, the student may bring any photographs, drawings, art work, craft work, portfolios, and models etc. that they would like for adjudicators to see. In evaluating applicants, a wide range of experiences and interests will be considered since selected students will study all aspects of technical theatre.

### **Interviews in Filmmaking**

Each applicant should bring with them to the interview site a portfolio of 10-15 photo stills that tell a narrative story with a beginning, middle and an end (photoroman); a 1 page story idea of their own; a 1-3 page paper about their favorite film or director that shows how the student sees and experiences this medium, including elements used in this film or by this director that makes this film or the director's work likable; and, a short video, film or animation (optional). Each student will participate in an interview to determine his or her interests, commitment, habits, plans, ambitions, and general knowledge of filmmaking.

### **Interviews in Visual Arts**

Students interested in the visual arts should bring with them to the interview site a portfolio of **eight (8) pieces of their best artwork. No materials should be mailed.** The portfolio should include (1) some variety of media, approaches and subject matter and (2) some evidence of personal vision, focus and motivation. Work may include any variety of drawings or other works from direct observation (landscape, still life, figurative, etc.), three-dimensional works, design work, photography work, etc. Students should not try to show work in every technique they have experienced. The work should show some knowledge of color theory, understanding of composition, value, etc. Applicants should not bring large or heavily framed works or works that are dangerous or too delicate (however, students may show such works in photographs or slides). Sketchbooks are also appropriate. Ultimately, the ideal portfolio simply shows that the student cares about making art and works hard at doing the best work possible. Judges will complete the review of the portfolio on the interview date so that the student may take his/her works home



after the interview.

### **Auditions in Dance**

Students will participate in a two-hour dance technique class, including ballet and modern dance/contemporary, as their audition. Candidates are asked to warm up on their own in the studio before the audition begins. The studio will be open to you at 1pm prior to class beginning at 1:30pm. After the two-hour technique portion of the audition, students will be asked to talk briefly (interview) with the adjudicators.

The ballet portion of class will include pointe work for the ladies. If you are not comfortable on pointe please communicate with the Audition Coordinator before the audition begins. We will make accommodations for you. Gentlemen will be asked to demonstrate jumps and turns while the ladies are changing shoes.

Ladies should wear a solid colored leotard, pink tights, ballet shoes and no leg warmers or shorts. Men should wear black tights and ballet shoes. Hair should be properly secured off the neck, preferably in a bun. Gentlemen may wear either a leotard or a white T-shirt as long (as it looks professional) and black tights. No leg warmers, sweatshirts, or baggy plastic pants, please. Both men and women will be asked to dance barefoot for the modern/contemporary portion of class. It is advisable for each of you to wear tights that can be converted easily. Students must perform at an intermediate or advanced level, and must demonstrate a high level of sustained interest and involvement in dance.

For additional information concerning the audition/interview process, please visit the web site: [www.gsfta.com](http://www.gsfta.com)