



**Application for the**  
**2020 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 emailed or 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 6 - June 27, 2020

The 2020 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 2020 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/2020-online-student-data-form/>.**

**Application deadline: December 1, 2019**

Applicant:

Nominating HS Faculty:

TENNESSEE GOVERNOR'S SCHOOL  
FOR THE ARTS  
June 6, 2020 – June 27, 2020  
www.gsfta.com

**Please note the change in Application deadline date!**  
**APPLICATION DUE: DECEMBER 1, 2019**

Each year the State of Tennessee provides twelve summer programs, the Governor's Schools, for gifted and talented high school students. These programs provide challenging and intensive learning experiences in the following areas of study: Arts, Computational Physics, Humanities, Emerging Technologies, International Studies, Engineering, Sciences, Scientific Models and Data Analysis, Prospective Teachers, Tennessee Heritage, Agriculture, and Information Technology Leadership. This application is for the Governor's School for the Arts which is located on the campus of Middle Tennessee State University in Murfreesboro. The student body annually reflects the gender, ethnic, and geographical diversity of the entire state. In the selection of students and faculty, the Tennessee Governor's School for the Arts does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability. To apply, students must have an established interest in at least one major arts area: Music, Theatre, Visual Art, Dance or Filmmaking. All applicants must also meet the following criteria:

**SPECIFIC CRITERIA FOR APPLYING TO THE SCHOOL FOR THE ARTS**

1. Students must currently be in good academic standing in the tenth or eleventh grade.
2. Students must not have previously attended any other Governor's School.
3. Students must be recommended by their arts teacher (music, theatre, visual art, filmmaking, or dance).
4. Students must be highly motivated, have demonstrated a high level of accomplishment in an arts discipline, and must be mature enough to participate effectively in an intensive residency program

Students must complete and return their applications to their Guidance Counselor in time for the Guidance Office to postmark applications within the deadline. **The deadline is December 1, 2019.** This is a change from past years. The Guidance Office should keep a complete copy of each application, and students should keep a copy of what they submit to the counselor.

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 participate in the selection process, provided they have NOT previously attended any other Governor's School.**

Auditions for Dance, Filmmaking, Theatre, and Visual Art will be held on:  
January 18th and January 19th, 2020  
**YOU MAY CHOOSE ONE DATE.**

In Case of Inclement Weather: Sunday, January 26, 2020

Music Audition Upload Deadline is January 17th, 2020

**ho is eligible** The brightest and most talented 10th and 11th graders currently enrolled in Tennessee's public, private and home schools are eligible. In other words, students who will be juniors and seniors in the 2019-2020 academic year. To be eligible, students should rank in the top of their high school class in performance/capability or highly talented in the arts.

**SCHOLARSHIP Information and Program Cost:** Accepted students may be awarded either:

1. Full PROGRAM FEE SCHOLARSHIP
  2. Partial PROGRAM FEE SCHOLARSHIP
- OR PERMITTED TO ATTEND WITH NO SCHOLARSHIP

Program Fee: \$2,850.00

Activity Fee: \$350.00

**Financial aid** is available on a need basis. (Information will be included in your acceptance packet.)

**How will the students be selected?** Selections for music, theatre, dance, and filmmaking are made as a result of an audition. Selections for art are made as a result of a portfolio review. Every student who submits an application by the deadline date is granted an audition and/or portfolio review.

**May I apply for more than one School?** Yes, however you will only be able to attend one Governor's School since the dates of the programs overlap. If you are accepted to more than one school, please notify each school of your decision to attend or not.

**How will I know when to come for my audition portfolio review?** Go to the Governor's School for the Arts website to find information on audition and portfolio review appointment times. An email will also be sent to the email indicated on the application from your Area Coordinator of the date and time of your appointment in mid December.

**If I accept to one Governor's School, will I have a chance to accept another one later if vacancies occur?**

No. You need to make sure you are going to attend before you accept.

**Do I earn any special credits?** YES. Each student successfully completing a Governor's School summer session will receive 3 hours College credit. Each student will also receive a certificate of merit signed by the Governor.

**Does an up-to-date transcript need to be included?** YES. Please provide the most recent grades available at the time of application.

**Can students with disabilities apply?** Yes, if they meet the criteria.

**Do I stay for the entire length of the program?** YES. The program is intensive and highly individualized. Classes and special activities will be planned for the entire duration, INCLUDING WEEKENDS. Absences from scheduled activities will not be permitted except in the case of emergencies with permission from the Director. You will not be excused to attend other camps or seminars, to take family vacations, attend weddings, have senior pictures taken, etc.

**When will students be notified of selections?** All students will receive a letter in the mail notifying them whether they have been accepted or not, or if they are an alternate. Letters will be sent by February 7, 2020. Students will receive separate notification letters from each of the schools to which they applied.

**May I bring communication devices, such as cellular phones and beepers?** Cell phones may be brought, but must be kept in student dorm rooms. They are strictly prohibited in buildings where classes or other programs are held. Laser pointers and beepers are prohibited.

**Is the application confidential?** YES. Personally identifiable information will not be released.

## 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 2020, 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:
Dance		Music/Voice Part:
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			
<i>Test (list others as appropriate)</i>	<i>Grade Administered</i>	<i>Score</i>	<i>Percentile Ranking(s)</i>
TCAP Writing Assessment			

  

Aptitude Tests			
<i>Test</i>	<i>Grade Administered</i>	<i>Score</i>	<i>Percentile Ranking(s)</i>
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			
<i>Name of Test</i>	<i>Grade Administered</i>	<i>Total Score / Subscores</i>	<i>Percentile Ranking(s)</i>

Attendance and Discipline		
	2018-19	2019-20 (to date)
Number of days absent		
Number of disciplinary referrals (please explain or attach disciplinary record on separate sheet)		

<b>Counselor/Administrator Verification</b>	
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?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Does the student meet the prerequisites of the Governor's School(s) to which this application is made?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. In your opinion, how academically qualified is the student for the Governor's School experience?	<input type="checkbox"/> Highly Qualified <input type="checkbox"/> Qualified <input type="checkbox"/> Marginally Qualified <input type="checkbox"/> 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

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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.

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

- How long have you known and worked with this applicant?
- In what situations have you served as this applicant's teacher?
- Please evaluate this applicant in the areas below, comparing him or her with similar outstanding students you have had in the past:

<i>Ability to learn</i> <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	<i>Attitude toward work</i> <input type="checkbox"/> Outstanding <input type="checkbox"/> Above Average <input type="checkbox"/> Average <input type="checkbox"/> Can be indifferent <input type="checkbox"/> Lacks commitment	<i>Dependability/consistency</i> <input type="checkbox"/> Always dependable <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Occasionally unreliable <input type="checkbox"/> Usually unreliable
<i>Initiative</i> <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	<i>Judgment</i> <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	<i>Maturity</i> <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
<i>Relations with others</i> <input type="checkbox"/> Exceptionally good <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Occasional conflicts <input type="checkbox"/> Many conflicts	<i>Quality of work</i> <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Very poor	<i>Quantity of work</i> <input type="checkbox"/> Unusually high output <input type="checkbox"/> Above average <input type="checkbox"/> Average output <input type="checkbox"/> Not a great producer <input checked="" type="checkbox"/> Low output, slow
- 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.

\_\_\_\_\_  
Name

\_\_\_\_\_  
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:

<i>Ability to learn</i> <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	<i>Attitude toward work</i> <input type="checkbox"/> Outstanding <input type="checkbox"/> Above Average <input type="checkbox"/> Average <input type="checkbox"/> Can be indifferent <input type="checkbox"/> Lacks commitment	<i>Dependability/consistency</i> <input type="checkbox"/> Always dependable <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Occasionally unreliable <input type="checkbox"/> Usually unreliable
<i>Initiative</i> <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	<i>Judgment</i> <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	<i>Maturity</i> <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
<i>Relations with others</i> <input type="checkbox"/> Exceptionally good <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Occasional conflicts <input type="checkbox"/> Many conflicts	<i>Quality of work</i> <input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Very poor	<i>Quantity of work</i> <input type="checkbox"/> Unusually high output <input type="checkbox"/> Above average <input type="checkbox"/> Average output <input type="checkbox"/> Not a great producer <input checked="" 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.

Name

Signature

Date

## **ALL STUDENTS - Required Online Portion**

Once you have completed your application, we ask you to *complete the ONLINE DATA FORM.*

- What do I do? Go here: <http://gsfta.com/2020-online-student-data-form/>
- Enter the password **gsfta2020** in the required area.
- Fill out the online form with *the same* information you used in the written application.
- Please check that your answers to the questions are correct and mirror the ones given on your written GSFTA application.
- Submit the form online. (Use the 'submit' button at the end of the form)
- You will receive a form submission confirmation email to the 'student email' address you have provided.

**Note:** This online submission **does not replace** your traditional paper application that is given to your High School Counselor. *You must complete the written portion* of your application in order to be eligible **to audition** for the Governor's School for the Arts

The information you enter is completely confidential, encrypted via SSL, and allows us to process your application more quickly.

**Any issues in completing and / or submitting this form will in no way effect your application to the School for the ARTS.**



## Selection Process

# MUSIC ONLINE AUDITION INSTRUCTIONS:

- 1) YOU MUST SUBMIT YOUR ONLINE APPLICATION AND YOUR HARD COPY APPLICATION TO GSFTA **BEFORE** YOU MAY UPLOAD YOUR AUDITION VIDEO
- 2) YOU MAY UPLOAD AUDITION VIDEO(S) **AFTER DECEMBER 1, 2019.**
- 3) Deadline to submit videos is **January 17, 2020.**
- 4) Upload video to: <https://app.getacceptd.com/tennesseegsa>
  - Note – Acceptd.com has a \$30 fee for this service
  - Each component of the audition should be uploaded as a separate video
- 5) QUESTIONS? Please contact:

**The Governor's School for the Arts**  
**615-898-2223**  
**gsfta.com**

### MUSIC AREAS:

Flute, Oboe, Clarinet, Saxophone, Bassoon, Trumpet, Horn, Trombone, Euphonium, Tuba, Violin, Viola, Cello, Bass, Percussion, Piano, Harp and Voice.

#### Flute

Scales: B major (2 octaves), D-flat major (2 or 3 octaves), full range chromatic: low C to high C

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

#### Oboe

Scales: E-flat major (2 octaves), E major (2 octaves), full range chromatic: low B-flat to high F

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

#### Clarinet

Scales: E major (3 octaves), D-flat major (2 octaves), full range chromatic: low E to G above high C

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

#### Saxophone

Scales: B major (2 octaves), E-flat major (2 octaves), full range chromatic: low B-flat to high F or F-sharp

A solo or etude of the student's choice, unaccompanied.

A short preparation excerpt which will be posted on gsfta.com on December 26.

## **Bassoon**

Scales: B-flat major (2 or 3 octaves), G major (2 or 3 octaves), full range chromatic: low B-flat to F or B-flat (2.5 or 3 octaves)

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

## **Trumpet**

Scales: F major (2 octaves), B-flat major (2 octaves), full range chromatic: low F-sharp to high C

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

## **Horn**

Scales: A-flat major (2 octaves), B -flat major (2 octaves), full range chromatic: from low F or C (below middle C) to A or C above the staff

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

## **Trombone**

Scales: D-flat major (2 octaves), A major (2 octaves), full range chromatic: low F to high B-flat (2.5 octaves)

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

## **Euphonium**

Scales: A-flat major (2 octaves), E major (2 octaves), full range chromatic: low F to high B-flat (2.5 octaves)

A solo or etude of the student's choice, unaccompanied.

A short preparation excerpt which will be posted on gsfta.com on December 26.

## **Tuba**

Scales: A-flat major (2 octaves), E major (2 octaves), full range chromatic: low F to high B-flat at top of bass clef staff (2.5 octaves)

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

## **Violin**

Scales: B-flat major (3 octaves), E major (3 octaves), (1, 2, or 3 notes per bow)

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

## **Viola**

Scales: D major (3 octaves), F major (3 octaves), 2 notes slurred per bow

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

## **Cello**

Scales: E-flat major (3 octaves), B major (3 octaves)

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

## **Bass**

Scales: G major (2 octaves), B-flat major (2 octaves)

A solo or etude of the student's choice, unaccompanied.

A short preparation orchestral excerpt which will be posted on gsfta.com on December 26.

## **Percussion**

Scales: Bb Major (2 octaves), Ab Major (2 octaves), on xylophone or marimba.

One orchestral snare solo (Cirone, Aleo, Delecluse, etc).

One short timpani solo (Davila, Firth, Beck, etc). Be sure to show yourself tuning the instruments with a reference pitch, not a digital tuner.

One short two- or four-mallet solo, or a 2-3 minute excerpt from a larger solo.

Optional drum set solo or play-along demonstrating various styles.

## **Piano**

Scales: A major (4 octaves), E-flat major (4 octaves)

Two short contrasting works from different style periods. One should show technical ability and the other lyrical playing.

A short chamber music excerpt which will be posted on gsfta.com on December 26.

## **Harp**

Scales: A major (2 or 3 octaves), E-flat major (2 or 3 octaves)

5-7 minute solo work of the student's choice. Etudes are not acceptable.

A short orchestral excerpt which will be posted on gsfta.com on December 26.

## **VOCAL REQUIREMENTS - ONLINE AUDITION INSTRUCTIONS:**

Vocalists are required to sing two songs from memory. Your selections can be an Art Song, Folk Song, Aria, or an appropriate selection from the Musical Theatre repertory.

Please consult with your Vocal and or Choral instructor in selecting appropriate audition pieces.

It is highly preferred that you use a live piano accompanist for your prepared solos. If you are unable to access an accompanist, recorded accompaniments will be considered. Each solo should be two to four minutes in length. Please introduce yourself and clearly state the title and composer of each selection.

## LIVE ON-CAMPUS AUDITION INSTRUCTIONS (Vocal Students Only):

On-campus auditions for Voice Students will be held January 17th and 18th, 2020 at Middle Tennessee State University, Murfreesboro, TN - Wright Music Hall Room 115. To schedule your vocal on campus audition please contact Dr. Raphael Bundage at: [Raphael.Bundage@mtsu.edu](mailto:Raphael.Bundage@mtsu.edu) by December 15th, 2019.

Prepare two songs from memory. Your selections can be an Art Song, Folk Song, Aria, or an appropriate selection from the Musical Theatre repertory. Please consult with your Vocal and or Choral instructor in selecting appropriate audition pieces. An accompanist will be provided for you.

### **Theatre Performance Auditions/Interviews**

Students interested in theatre 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 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.

### **Theatre Interview**

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 theatre—including acting, directing, makeup, and all other aspects of stagecraft. The interview will last approximately five minutes. In evaluating applicants, a wide range of experiences and interests will be considered.

### **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.

### **DANCE STUDENTS OPTIONAL VIDEO AUDITION (please note that an on-campus/in-person audition is preferable)**

Applicants are encouraged to work with their dance teacher/school counselor and include the following in their recorded audition tape:

1. An introduction by the applicant
2. A short ballet barre, center adagio, petite allegro combination, and pointe combination to include turns, jumps, and relevés
3. A contemporary combination
4. And the following questions to be answered and recorded in the audition submission:
  - a. How does it make you feel to dance? (or...Why do you want to dance?)
  - b. What interested you in applying to the TN Governor's School for the Arts?
  - c. What are you hoping to gain from this experience, if selected?
  - d. How does dance fit into your life in the next 5-10 years?
  - e. Do you feel you are capable of succeeding in this intensive 4-week summer dance environment, training and performing with other young artists?
  - f. Have you participated in ballet or dance intensives in the past and if so, which ones? Were these valuable experiences for you? Why or why not?

Applicants are welcome to contact Audition Coordinator and Dance Division Chair, Laurie Merriman, at [lmerrri@ilstu.edu](mailto:lmerrri@ilstu.edu) with any questions.