

Charleston County School of the Arts

SCREENING PROCEDURE and RUBRIC - Theatre Entrance Audition, (pg 1 of 2)

Theatre

Program Expectations

The School of the Arts Theatre Program focuses on actor training as well as developing a performer who has the skills to create theatrical stories. It prepares students to be very ready to participate in any theatre training program around the country at the university level and as well as giving them skills in their SOA theatre major training that are very applicable and useful to any field they wish to study or work in, in the future.

To achieve these goals a multitude of content areas is explored in the curriculum such as: acting techniques, auditioning, singing, speech, stage combat, yoga, physical conditioning, movement, musical theatre, Shakespeare, rehearsal techniques, design, singing, script and scene analysis, play production, improv comedy, masks, clowning, solo shows, time management, theatre history, psychology, outreach, beginning technical theater skills, playwriting, directing, ensemble building and individual self-sufficiency.

Students with a desire to work productively and supportively in both small and large group settings do well in the Theatre Program. In addition, theatre students should have good self discipline and self directed classroom behavior along with an affinity for language, the wonderment of the human condition, stories and good understand of the meaning of teamwork.

The Theatre curriculum offers an environment of a constant focus on creative and problem solving skills which help our students learn who they are and who they can become. As a result they learn to accept and deal with their lifelong process of learning more effectively than students who have not studied in the CCSOA Theatre Department. Hence, it is our aim that graduates take with them not hopes of "stardom" but rather, usable high level skills, resulting from the experience of elevated standards in creativity, intellect, work ethic and collaboration.

Audition Expectations

The audition will look closely at the following acting and performance skill sets-- creativity, stage energy, vocal abilities (projection, flexibility in tone sound & register, articulation), physical abilities (whole body/face involvement with ability to change and quality of movement execution), courage & believability (ability & willingness to totally give over to the theatrical situation with honesty & truthfulness) and taking directions (following quickly, correctly and effectively).

Audition Requirements - Modifications will be made due to COVID and the need for virtual auditions.

In their audition students will be asked to demonstrate their acting skills through the performance of a prepared memorized monologue. This should show their ability to perform a character in a world of pretend as well as having acting moments in the performance where a human behavioral change happens. After this first section students will participate in a series of acting exercises where they will be asked to create imaginary situations on the spot and then take direction in the exercises. Then there may be a cold reading of an unfamiliar passage to be read aloud with expression. The audition will end with a quick question and answer section.

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THEATRE ENTRANCE AUDITIONS FOR 6TH--12TH GRADE

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| Monologue: Out of 10 Points | |
| <p>Monologue -- creativity, stage energy, use of body & voice</p> <p>9-10 Polished with honest motivation, clear character, moments and a clear sense of structure.</p> <p>7-8 Clear and committed acting and character choices with motivation and a sense of structure.</p> <p>5-6 Memorized. Motivation seen along with the beginnings of structure.</p> <p>3-4 Sort of memorized and some sense of pretend world with some energy in the delivery</p> <p>1-2 Not memorized. No sense of pretend. No energy.</p> | |
| Acting Exercises: Out of 40 Points | |
| <p>Vocal Abilities -- Projection, flexibility in tone sound & register, articulation.</p> <p>9-10 Excellent resonance, placement, character voices and range present. Flexible risk taking.</p> <p>7-8 Ability to change voice along with good articulation and range.</p> <p>5-6 Voice is reflecting the moment and words, understandable.</p> <p>3-4 Some vocal energy but no sense of voice reflecting the theatrical moment.</p> <p>1-2 Mumbling, and hard to understand even with prompting. No vocal energy.</p> | |
| <p>Physical Abilities -- Whole body/face involvement with ability to change with quality.</p> <p>9-10 Excellent control of body. Character movements are present. Risk taking with range.</p> <p>7-8 Ability to change the body along with good sense of what to do with it.</p> <p>5-6 Body is reflecting the moment and physical energy is active and alive.</p> <p>3-4 Some physical energy but no sense of body reflecting the theatrical moment.</p> <p>1-2 Stiff body and dead involvement in the theatrical moment.</p> | |
| <p>Courage/Believability -- Ability & willingness to totally give over honestly to the pretend situation.</p> <p>9-10 Risk taker. Really embraces the theatrical moment called for in the story. Goes of it.</p> <p>7-8 No prompted needed is self sufficient in risk taking and playing pretend.</p> <p>5-6 Willingness to try different choices.</p> <p>3-4 Some sense of play when prompted but little reflection of the theatrical moment.</p> <p>1-2 No sense of play or willingness to try when prompted.</p> | |
| <p>Taking Directions -- Following quickly, correctly and effectively.</p> <p>9-10 Easily makes changes in a positive way. Develops on top what was given with improvements</p> <p>7-8 Takes suggestions given and responses effectively and quickly.</p> <p>5-6 Does what is asked of them, listens and shows an ability to change something.</p> <p>3-4 Slow to respond to directions and is not exact in following them.</p> <p>1-2 Cannot do what is asked of them in the audition.</p> | |