

Pittsburgh CAPA 6–12 Application, Essay and Audition Requirements for the 2016–17 School Year



Pittsburgh
Public Schools



The Pathway to the Promise.™

SUBMISSION DEADLINE: October 28, 2015 at 5PM

For your Pittsburgh CAPA 6–12 application to be complete you must submit the following items prior to the magnet deadline:

| Form to Complete | Sent to: | Due |
|-----------------------------------|--|-------------------------|
| CAPA Application (Page 1) | Pittsburgh CAPA 6–12 111 Ninth Street Pittsburgh, PA 15222 Attention: Application | October 28, 2015 at 5PM |
| Essay (Directions on Page 2) | | October 28, 2015 at 5PM |
| Letter of Recommendation (Page 6) | | October 28, 2015 at 5PM |

If all portions of the application are not received by the CAPA deadline of **October 28, 2015** applications will be considered incomplete and not reviewed. Students may apply for no more than TWO art forms. Please submit a separate application for each art form. Applicants who are not current Pittsburgh Public Schools students must also complete a new student enrollment form, which is available at www.pps.k12.pa.us/magnet and should be submitted directly to the magnet office.

Student Information

Student Name: _____
(Last Name, First Name, Middle Initial)

Current School & Grade: _____ Birth Date: _____ Student ID (if applicable): _____

Student Home Phone Number: _____ Parent or Guardian Phone Number: _____

Emergency Phone Number: _____ Parent or Guardian E-mail: _____

Student Address, City, & Zip Code: _____

Parent or Guardian Signature: _____ Date: _____

Guidance Counselor Authorization:

By signing, I authorize that I have reviewed this student's application and support his/her application to Pittsburgh CAPA 6–12.

Current Guidance Counselor Name: _____ Signature: _____

_____ Days Absent 2014–15 School Year _____ Times Tardy 2014–15 School Year _____ Days Suspended 2014–15 School Year

Please note that if you are accepted to Pittsburgh CAPA 6–12, you will be removed from any other magnet programs into which you have been accepted unless you call 412-529-3991 and inform them of your decision by January 29, 2016.

Art Form

- ☐ Dance
☐ Instrumental Music—Please indicate the instrument(s) that you play: _____
☐ Literary Arts
☐ Piano
☐ Production Technology (Includes set design and construction, light and sound design.)
☐ Theatre
☐ Visual Arts
☐ Vocal Music—Please indicate your range: ☐ Soprano ☐ Alto ☐ Tenor ☐ Bass

Pittsburgh CAPA 6–12 Audition Process

Art departments will conduct auditions on the dates listed below. Please plan on arriving at the start time listed and expect the audition to last three hours or less. Students will receive confirmation via an AUDITION TICKET. Students will not be admitted to the audition without their admission ticket. Please follow the schedule below for attending an audition. Audition requirements can be found on pages 3 and 4 of this packet.

Students who attend all other PPS schools or other schools will audition AT CAPA based on the schedule below:

| Art Form | November 7th | November 14th |
|------------------------------|--|-------------------------------|
| Dance | Grades 6–8: 8:00am–12:00pm | Grades 9–12: 12:00–5:00pm |
| Instrumental Music | ALL GRADES: Strings, Guitar & Percussion | ALL GRADES: Brass & Woodwinds |
| Literary Arts | ALL GRADES: 8:00am–1:00pm | |
| Piano | | ALL GRADES: 8:00am–11:00am |
| Production Technology | Grades 9–12: 8:00am–11:00am | Grades 6–8: 8:00am–1:00pm |
| Theatre | Grades 9–12: 8:00am–11:00am | Grades 6–8: 8:00am–1:00pm |
| Visual Arts | Grades 6–8: 10:00am–1:00pm | Grades 9–12: 11:00am–2:00pm |
| Vocal Music | Grades 9–12: 8:00am–1:00pm | Grades 6–8: 12:00–5:00pm |

Essay

Please respond to the following questions by crafting **one** short essay that answers all of the questions for your chosen art department, and submit your essay along with your Arts Supplement and Letter of Recommendation by October 28 to Pittsburgh CAPA. Remember that essays have a strong introduction, body paragraphs, and a conclusion that leaves the reader with a thought or idea to ponder. **Please include a heading on this essay in the upper left hand corner that includes: your name, art department applying to, and the grade you will enter in the 2016–2017 school year. All essays must be typed using 12 pt. Times New Roman and should not include any images.**

- A.** Pittsburgh CAPA 6–12 is a community of artists in dance, piano, production technology, theater, visual arts, vocal and instrumental music, and literary arts. Why do YOU want to be an artist at our school?
- B.** Choose your area of interest and answer the following specific questions within your essay:
 - **Dance:** What dance genres have you studied and with whom? How long have you studied dance? What area of dance most interests you and why? Do you plan to pursue a dance career?
 - **Instrumental Music:** How long have you have been playing? With which ensembles and groups have you performed? If you have you taken private lessons, from whom and for how long?
 - **Literary Arts:** What can you contribute to a community of writers? What are your strengths and your challenges as a writer? Share a triumph that you have had as a writer.
 - **Piano:** Who or what was your inspiration for playing the piano? How do you see yourself using your piano skills in the future?
 - **Production Technology:** What experiences have you had in plays, music, dance, etc? Think about a performance you participated in or attended. What was the most interesting part of it?
 - **Theatre:** What experiences have you had with theatre productions and in which capacity? Where have you studied theatre and with whom? How long have you been interested in theatre?
 - **Visual Arts:** With what mediums do you have experience in creating art? What kinds of materials do you prefer to use in your artwork and why? Do you plan to go into an arts related career? Tell us about your post-high school plans.
 - **Vocal Music:** How long have you been singing? What styles of music do you sing? With which vocal groups have you performed? Have you taken private voice lessons? If so, from whom and for how long?

Pittsburgh CAPA 6–12 Audition Process (continued)

Notification Process

Following the audition, all applicants will receive notification of their status for admission to Pittsburgh CAPA 6–12 in writing from the magnet office. Applicants may be accepted, denied admission, or placed on a waiting list. Students placed on the waiting list will be notified by the magnet office on or before August 1, 2016.

Please Note

Students may audition for no more than two art departments. When applying to more than one art department, students must complete two applications. This means two of each of the following items: Arts Supplement & Essay and Letter of Recommendation. For general questions or concerns regarding the audition requirements or application process, please contact the specific art coordinator by phone or e-mail.

Dance

Telephone: 412.529.6125
E-mail: rpolanco1@pghboe.net

Visual Arts

Telephone: 412.529.6129
E-mail: spultz2@pghboe.net

Instrumental Music

Telephone: 412.529.6112
E-mail: bblack2@pghboe.net

Theatre

Telephone: 412.529.6121
E-mail: mrossistabler1@pghboe.net

Literary Arts

Telephone: 412.529.6131
E-mail: mcgregan1@pghboe.net

Piano

Telephone: 412.529.6101
E-mail: afink1@pghboe.net

Production Technology

Telephone: 412.529.6109
E-mail: wscheuering1@pghboe.net

Vocal Music

Telephone: 412.529.6113
E-mail: gsavage1@pghboe.net



**Pittsburgh
Public Schools**



The Pathway to the Promise.™

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities, career & technical education programs or employment and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to the Title IX Coordinator or the Section 504/ADA Title II Coordinator at 341 S. Bellefield Avenue, Pittsburgh, PA 15213 or 412-529-HELP (4357).

Pittsburgh CAPA 6–12

Audition Requirements by Art Form

| | |
|--------------------|---|
| Dance | <p>All Grades</p> <p>Students will participate in a group technique class, which will consist of ballet, modern, and jazz techniques. In addition, applicants will perform a one-minute solo choreography in a discipline of choice. The applicant must bring his or her own CD or iPod to accompany their solo choreography. Proper dance attire should be worn throughout the audition process. A brief interview will conclude the audition.</p> |
| Instrumental Music | <p>All Grades</p> <p>Students will perform two prepared pieces of contrasting style that accurately reflects their level of playing ability. These selections may be from the solo repertoire, etudes, or technical studies. Included in the audition will be the playing of major and minor scales and sight-reading. Students may audition on one instrument only.</p> |
| Literary Arts | <p>All Grades</p> <p>Part One: Writing Portfolio</p> <p>Students applying for the Literary Arts department at Pittsburgh CAPA 6–12 should submit a writing portfolio that includes:</p> <ul style="list-style-type: none"> • Neighborhood Essay <ul style="list-style-type: none"> - Pittsburgh CAPA 6–12 is an educational community that draws from all of the unique neighborhoods in the city of Pittsburgh. Write a creative essay that does not exceed 750 words in length that describes for the literary arts faculty in vivid detail, the neighborhood you come from. Be sure to use sensory details when writing this creative essay. Remember each neighborhood has a story to tell. Do not forget to give this creative essay a title. Most of all, you should enjoy writing about where you are from. • Free Choice of Creative Writing <ul style="list-style-type: none"> - This writing may be in any genre, that you feel represents you and your best work as a creative writer. This should be one piece of writing, 1–10 pages in length that you wrote on your own, not for a school assignment. <p>Include a cover sheet with the portfolio that includes the student’s name, date, and the titles of the creative work. The student’s name should only be on the cover sheet—do not include a name on the actual pieces of writing. Please note that student writing will not be returned and that writing portfolios must be submitted by the deadline for Pittsburgh CAPA applications.</p> <p>Part Two: On-Site Audition for Invited Students</p> <p>Based on faculty review of writing portfolios, only select applicants will be invited to attend an on-site audition. Writing portfolios will be judged on mechanical and stylistic elements, originality and creativity, the ability to write to a prompt, and the ability to use figurative language and storytelling elements in the writing. The incoming literary arts classes for the 2016–2017 school year will be selected from students invited to attend the On-Site Audition. Selected applicants will be notified about the audition in writing and should plan to attend the literary arts auditions in November 2015. Invited applicants can expect more details at the time of invitation to the On-Site Audition.</p> <p>On-Site Audition</p> <p>On the day of the audition, each invited student will participate in a group dynamic exercise, a classroom lesson with an on-site writing task and reading comprehension and fluency assessments.</p> |

Audition requirements continue on the next page.

Audition Requirements by Art Form (continued)

| | | |
|-----------------------------------|---|--|
| Piano | <p>All Grades Students will perform two pieces of contrasting style from solo piano literature that represents current level of ability. Students will also be asked to play some major scales, hands together, one octave, in addition to sight-reading. Please bring additional copies of your pieces regardless whether playing from memory.</p> | |
| Theatre: Drama or Musical Theatre | <p>Incoming 6–8 Students will present a one-minute monologue from memory. The monologue should be child appropriate and should be from a play or child’s monologue book. Monologues should be one character only—no multiple character scenes should be performed. Students interested in musical theatre should also perform a song. This musical selection should be either from the genre of musical theater repertoire or a song learned in music class. Students must bring sheet music, as an accompanist will be provided. No tapes or CDs may be used.</p> <p>During the auditions students may be asked to (1) perform and discuss a cold reading (2) perform choreography taught to them during the audition (3) complete a short writing activity (4) complete an interview.</p> | <p>Incoming 9–12 Students will be asked to participate in a short interview, the presentation of a one to two minute monologue from memory, a cold reading, and a short writing prompt. The monologue should be age appropriate and can either be contemporary or classical.</p> <p>Students interested in the Musical Theatre Department, in addition to the requirements listed above, must include a song from musical theatre repertoire. The student must bring sheet music as an accompanist will be provided. No tapes or CDs may be used. You may go the PPS website for suggested monologues.</p> |
| Production Technology | <p>Incoming 6–8 Students should bring the following to their audition:</p> <p>Evidence of creative /design work they have done, such as 1–2 small art projects, photos of projects they completed on their own or as part of a team, or sketches, drawings or photographs showing creativity and/or technical skills.</p> <p>One new, completed creative / technical project of their choosing. Examples include set models, props, small pieces of furniture, backyard decks, tree houses, etc. The work should be the student’s own unless it is a large-scale team project. If the project is too big to carry, drawings and photographs are fine. Projects involving use of power tools or similar hazards should be supervised by a competent adult. All student work will be returned at the end of the audition, but we may take a photo of the projects.</p> <p>Students should be able to explain how they came up with the idea for the project and describe what exactly they did to make it. Students will also be given a hands- on problem-solving exercise.</p> | <p>Incoming 9–12 Students should bring the following to their audition:</p> <p>Evidence of creative/design work they have done, such as 1–2 small art projects, photos of projects they completed on their own or as part of a team, or sketches, drawings or photographs showing creativity and/or technical skills.</p> <p>AND</p> <p>1–2 new, completed creative/technical projects of their choosing. Examples include set models, props, small pieces of furniture, backyard decks, tree houses, etc. The work should be the student’s own unless it is a large-scale team project. If the project is not portable, drawings and photographs are fine. Projects involving use of power tools or similar hazards should be supervised by a competent adult. All student work will be returned at the end of the audition, but we may take a photo of the projects.</p> <p>Students should be able to describe their creative process from initial idea through completion of the project, detailing choices made, lessons learned (especially from mistakes) and skills used. Students will also be presented with a hands-on problem-solving exercise.</p> |

Audition requirements continue on the next page.

Audition Requirements by Art Form (continued)

| | | |
|-------------|--|--|
| Visual Arts | <p>Incoming 6–8</p> <p>Students will participate in an on-site, on-demand multi-faceted review of the student’s portfolio, drawing, writing and an interview.</p> <p>All students must bring a portfolio of 10 (ten) original artworks that include:</p> <ol style="list-style-type: none"> 1. A self-portrait in pencil done from observation (looking into a mirror) not at a photograph. 2. A drawing done from observation—choose an object and draw it with pencil. 3. A painting in watercolor, acrylics or oil paints. It may be done on paper, canvas or Masonite board. 4. A three-dimensional work—a sculpture, ceramic work or multi-media construction. 5. A project done in school under teacher direction. 6. A project done at home without adult input. 7. The remaining 4 pieces should be chosen to demonstrate the student’s artistic interests and skills. <p>Cartoons and Anime should not constitute the majority of the artwork in the portfolio. Artistic work should, instead, show an emphasis on ORIGINAL observational drawings (drawing from life) and creativity/inventiveness. There are no size limitations but it should be easy for the student to carry to the audition and layout on the table. Clear photographs or digital prints are acceptable for three dimensional work but the actual work is preferred. Work does not need to be matted or framed but should be neat, clean and each piece dated.</p> <p>Work may be gathered into a large portable portfolio carrier either purchased or made at home. Two large sheets of cardboard with a taped edge to keep the work flat and safe are all that is needed.</p> | <p>Incoming 9–12</p> <p>Students will participate in an on-site, on demand multifaceted creativity exam. The exam will include writing a critical essay interpreting a master work of art, a problem solving event and an observational drawing.</p> <p>In addition, each applicant is required to submit a 10–15 piece portfolio including:</p> <ol style="list-style-type: none"> 1. A detailed self-portrait drawn <i>with pencil</i> from observation not a photograph 2. Five additional observational drawings: three in black and white with value (shading/gray scale) and two in color (colored pencil, marker, pastel and/or watercolor). Topics: your hand, a view of your room, still life with a variety of objects including plants, an outdoor environment and one of your choices not listed above. No Anime or copied images. 3. Four original artworks in other media: painting, photography, fiber arts, printmaking, ceramics, digital media, video, mixed media. Although the original work is preferable you may also submit artwork samples on a CD as a JPEG, TIFF, PSD, GIF, or Quick Time file type. Please make sure that the CD is readable on Mac-based platform. You may also submit a short video as a DVD (Preferred) or VHS format. 4. A maximum of five additional items, free choice, any media. 5. Student sketchbook(s). <p>All work must be original, must be no more than one year old and in a variety of sizes.</p> |
| Vocal Music | <p>Incoming 6–8</p> <p>Students will sing one song for the audition selected by the CAPA Vocal Department Faculty. The required piece must be chosen from one of three songs on the Pittsburgh CAPA website under the Voice Department 6–8 menu (http://www.pps.k12.pa.us/Domain/1083). Students should choose the song that best fits their voice. An accompanist will be provided. No CDs or electronic devices are permitted for accompaniment.</p> <p>Students will also perform pitch recognition exercises, complete a Music Theory placement exam and be interviewed by the Vocal Department Faculty.</p> | <p>Incoming 9–12</p> <p>Students will sing one song for the audition selected by the CAPA Vocal Department Faculty. The required piece must be chosen from one of two songs on the Pittsburgh CAPA website under the Voice Department 9–12 menu (http://www.pps.k12.pa.us/Domain/1083). Students should choose the song that best fits their voice. The student will be required to sing an additional piece of her/his choosing. At the audition an accompanist will be provided. No CDs or electronic devices are permitted for accompaniment.</p> <p>Students will also perform pitch recognition exercises, complete a Music Theory placement exam and be interviewed by the Vocal Department Faculty.</p> |

Pittsburgh CAPA 6–12 Artistic Recommendation

Student Name: _____ Art Form: (Check the appropriate box below.)

☐ Dance ☐ Instr. Music ☐ Literary Arts ☐ Production Tech. ☐ Piano ☐ Theatre ☐ Visual Arts ☐ Vocal Music

Instructions to the Student Applicant

Please put your name on this form, and give it to an art teacher at your school or an instructor at an arts organization who is familiar with your artistic work. After the person has filled it out, he or she should seal it in an envelope, put his or her signature across the seal, and return it to you to include with your application. Otherwise, you may ask the person to mail it directly to CAPA so it is received by 5PM on October 28, 2015. If your school does not offer art, and you have not taken outside art classes—please have a teacher who can comment on your interest in the art form to which you are applying complete the recommendation.

Instructions to the Evaluator

The above named student is applying for admission to Pittsburgh CAPA 6–12 for the 2016–2017 school year. He/she has requested that you complete this confidential recommendation form. The mission of Pittsburgh CAPA 6–12 is to develop the artistic potential of young people in dance, instrumental music, literary arts, piano, production technology, vocal music, theatre, and visual arts within a comprehensive school experience that upholds rigorous artistic and academic standards. Your thoughtful comments will assist us in making an informed decision in the interest of this student and our program.

Please return this to the student in a sealed envelope with your signature across the seal, in time for him or her to send it so it is received by 5PM on October 28, 2015. Or you may mail it to: Pittsburgh CAPA 6–12, 111 Ninth Street Pittsburgh, PA 15222
Attention: Application.

Please check the description or descriptions that most accurately describe the student.

| | Outstanding | Good | Average | Below Average | No Basis |
|-------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Ability to Stay on Task | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Artistic Potential | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Artistic Performance | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Behavior | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Creativity and Originality | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Commitment to Studies | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Study/Practice Habits | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Ability to Work with Others | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Ability to Work Independently | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Ability to Follow Directions | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Fulfilling Responsibilities | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Written Expression | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Oral Expression | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Integrity and Honesty | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Consideration of Others | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Effort and Perseverance | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Self-Confidence | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |
| Leadership Potential | <input type="checkbox"/> X | <input type="checkbox"/> Y | <input type="checkbox"/> Z | <input type="checkbox"/> A | <input type="checkbox"/> B |

Strength of Recommendation—I recommend this student for admission to Pittsburgh CAPA 6–12:

☐ Enthusiastically ☐ Highly ☐ Moderately ☐ Not At All

How long have you known the applicant and in what capacity? Please describe. Please comment on this student's character and personality (e.g. maturity, peer relationships, commitment to the arts, etc.) and any strengths or weaknesses about which we should be aware on a separate sheet and attach.

Evaluator Name & Position: _____

Evaluator Phone Number: _____ Evaluator E-mail: _____

Evaluator Signature: _____