

2021-22 AUDITION REQUIREMENTS FOR ALL DISCIPLINES

About NOCCA

Thank you for your interest in New Orleans Center for Creative Arts!

As Louisiana's arts conservatory for high school students, New Orleans Center for Creative Arts (NOCCA) provides professional arts training to talented Louisiana students in Classical Instrumental Music, Classical Vocal Music, Creative Writing, Culinary Arts, Dance, Drama, Jazz, Media Arts, Musical Theatre, Theatre Design, Visual Arts, and Academics. Attendance options include full-day, half-day, and after school.

A successful NOCCA student is expected to maintain a professional level of commitment to training and progress. NOCCA's rules, procedures, and grading system mirror those of the professional arts world, so that students receive rewards and setbacks at NOCCA based on the same criteria they would face in an arts career.

NOCCA is tuition-free, but students are required to pay a Department Fee to cover supply costs. Assistance may be available to help pay for such fees, based on the student's needs.

Program Eligibility

Students who are residents of Louisiana and attending a public, private, or parochial school, or homeschool program at the time of enrollment in the:

Current 6th-7th grade may apply for Middle School Arts Instruction in Classical Instrumental Music or Dance. Attendance in these programs is after school.

Current 8th grade may apply for High School Arts Instruction in any arts discipline and the Academic Studio. Attendance in these programs may be full-day, half-day, or after school.

Current 8th-11th grade may apply for High School Arts Instruction. Pending results of the audition, attendance in these programs may be half-day or after school.

Application Requirements

You must be a resident of the state of Louisiana and enrolled in a middle or high school program (public, private, parochial, or state-approved homeschool) at the time of enrollment.

You must have at least a 2.0 (C) overall grade point average from your present school.

Applicants may only apply for one arts discipline per session.

A complete online application must be received before the application deadline in order to be considered for an audition.

Once your complete application is received and you are deemed eligible, you may be scheduled for a virtual audition. Cancelled or missed auditions will not be rescheduled.

Audition Requirements for ALL Disciplines

Classical Instrumental Music

Students currently in 6th-11th grades may apply.

The Classical Instrumental program offers extensive pre-professional training to intermediate and advanced instrumental students in Piano, Strings, Brass, Winds, and Guitar. Instruction will focus on areas such as exploration of the standard repertoire, chamber music, theory, musicianship/ear training, as well as scales, etudes, and accompaniment.

It is strongly recommended that all students first attend the NOCCA Classical Instrumental Audition Information Session before attempting the official NOCCA Classical Instrumental Audition. In order to have the necessary skills required to pass the NOCCA audition, students should have been taking individual music instrumental lessons (one-on-one) for at least one full year with a professional and qualified classical instructor that is a specialist for their instrument.

Include Video Auditions with your completed application:

Video Recording Requirements: For the first round of the audition any student applying for any instrument will need to submit a continuous unedited performance video. Videos must not be filmed more than two weeks prior to submission. Video recordings must be unedited and continuous (may not be cut or paused between each repertoire selection and the scales). Videos taken by cell phones and other non-professional video devices are acceptable.

Repertoire Requirements: Any applicant applying for any instrument will need to submit (1) two *contrasting pieces, such as a movement of a Sonata, Sonatina, Concerto, Two-part Invention, Etude, Characteristic Piece, etc., and (2) two major or minor scales. It is recommended that the audition pieces best demonstrate the student's ability to play in both technical and lyrical styles. Scales for all instruments must be performed from memory. Please see below for specific requirements concerning each instrument/area.

*"Contrasting" refers to two different time periods (i.e. Baroque, Classical, Romantic, Impressionistic, Contemporary). In order to show different types of skills (technical, musical, etc.), students may choose one fast and one slow piece, but that is not a requirement and what is meant with "contrasting." Students should not play two pieces by the same composer or two movements of the same piece.

Classical Piano: In addition to preparing to perform (1) two contrasting pieces (see definition of contrasting above) from memory that best demonstrate student's good sound, technique, sense of rhythm, expression, and overall musicality, students will need to prepare (2) two scales of their own choosing and be able to perform them in a speed that is allowing the student to demonstrate evenness, good articulation, and correct fingering. It is highly recommended (but not mandatory) that the student is able to perform the scales in 2 to 4 octaves and hands together. Students should record all the required materials on a piano (preferably acoustic, electric/digital is acceptable if needed). The video must be filmed with both the pianist's face and hands in the frame at all times.

Classical Strings (Violin, Viola, Cello, Double Bass): In addition to preparing to perform (1) two contrasting pieces from memory, students will need to prepare (2) the following scales for the audition and record two of them for the first round.

Violin: G, A, B-flat major 2-octave scales for Prep; two 3-octave scales for High School (1 major/1 melodic minor)

Viola: C, D major 2-octave scales for Prep; two 3-octave scales for High School (1 major/1 melodic minor)

Cello: C, D major 2-octave scales for Prep; two 3-octave scales for High School (1 major/1 melodic minor)

Bass: E, G major 1-octave scales for Prep; two 2-octave scales for High School (1 major/1 melodic minor)

Classical Guitar: Classical Guitar applicants will need to (1) demonstrate proper sitting position with a footstool showcasing good posture and left and right-hand position and function of the fingers as referenced in Pumping Nylon by Scott Tennant. (2) Perform two contrasting pieces from memory (see definition of contrasting above), such as a movement of a Sonata, Sonatina, Concerto, stand-alone piece, or Etude that demonstrate good sound technique, good sense of rhythm, expression, and overall musicality. (3) Demonstrate two-octave major scales (Segovia C-major moveable pattern) from 1st to 7th position and a first position chromatic scale on all six strings—alternation of index and middle fingers from the big knuckle should be evident.

Classical Woodwinds (Flute, Oboe, Clarinet, Bassoon, Saxophone), and Classical Brass (French Horn, Trumpet, Trombone, Euphonium, Tuba): Students will need to prepare to perform (1) two contrasting pieces (see definition of contrasting above). Selected works may be chosen from standard works for the instrument (individual movements from a Concerto, Sonata, Etude or other solo work). Selections cannot be excerpts or individual parts from band or orchestra works. Audition pieces should best demonstrate the student's ability to play in both technical and lyrical styles. It is recommended (but not mandatory) that at least one of the selected pieces is performed from memory. (2) In addition, applicants must prepare two major scales of their own choosing (one or two octaves). Scales must be performed from memory. (3) Applicants should demonstrate proper posture and hand position for their instrument.

Selected Students Invited to the Live Virtual Audition:

Students that are admitted to the second (live virtual) round of the audition will be asked to perform live, virtually, in front of the Classical Instrumental faculty one or both of the pieces they have submitted for the first (recorded) round, and to perform scales and demonstrate skills in sight-reading music. Students should be able to discuss their grades and express a strong self-drive and motivation to advance in their art form. Students may also be given a written test in elemental music theory, so that they are placed at the most suitable theory level should they be accepted at the Classical Instrumental Program at NOCCA.

Classical Vocal Music

Students currently in 8th-11th grades may apply.

The NOCCA Classical Vocal Music Department accepts talented students who have an aptitude and interest in pursuing classical vocal music. The Vocal Music Curriculum is designed to develop the student's vocal technique, performance skills, and musicianship. Classes include Voice Class (vocal technique and repertoire), Music Theory, Musicianship (ear training and sight singing), Piano Class,

Opera Workshop and Choral Ensemble.

Include with your completed application:

Demonstrate a singing voice with potential in classical music by recording and uploading a video of you singing one prepared and memorized song from the following list:

- Any Italian art song from the 24 Italian Art song book (G. Shirmer). We recommend Caro mio ben or Sebben crudele for beginning students.
- One of these songs: "Danny Boy," "Drink to Me Only with Thine Eyes."
- Two verses of a hymn.
- A traditional spiritual.

No other song genres are permitted. Some of these songs may be downloaded from our website. Please make a video recording of you singing this song and upload it with your application. You may use live accompaniment, recorded accompaniment, or sing a capella. It is your preference. Please stand to sing and face the camera. Please dress appropriately for an audition (in nice clothes).

At the live virtual audition you will be asked to:

- Demonstrate the ability to match pitches and melodies that will be played for you on the piano
- Repeat clapped rhythms.
- Sing a major scale ascending and descending.
- Be able to discuss with the Vocal Music faculty your grades and your desire to explore Classical Vocal Music.
- Demonstrate basic sight-reading skills involving simple rhythmic and melodic sequences (An example of the sight singing may be downloaded from our website)
- Answer basic music theory questions.
- Read aloud a short poem in English that will be given to you at the audition.

[Click here for song examples](#) and [click here for sight singing examples](#).

Creative Writing

Students currently in 8th-11th grades may apply.

The Creative Writing program is looking for curious, imaginative students who love language and are willing to work hard to develop their craft and grow as an artist. We study a variety of literature in many genres to explore the possibilities of literary expression and to make connections to our current moment as writers. Students are encouraged to develop their own voice and vision through reading, writing, discussion and critique, while supporting fellow writers in their own endeavors.

Include with your completed application:

- An original work of creative writing. This can be a poem, short story, or work of creative nonfiction that you have spent time revising and consider to be an example of your best work.
- A list of books you have read over the past three months. The list should include the title (in italics) and author (first and last name) of each book. Your list should reflect your interests and also how you've challenged yourself as a reader. If you need reading recommendations, teachers and librarians are excellent resources.
- A writing sample (poem, short story, or creative nonfiction) that describes what you see outside a window in your home. Please include sensory details (how things look, smell, taste, sound, or

feel) and at least one simile or metaphor. Limit: 10 lines of poetry or 100 words of prose (fiction/non-fiction).

- An essay discussing a poem, short story or book you read that influenced you as a writer. Please tell us how this work/author changed the way you think about writing. Use quotes and examples from the text to support your ideas. The essay should be between 300 and 500 words.

All writing submissions should be typed using a standard 12-point font and black ink. Please proofread your submissions to ensure that they are free from grammatical and spelling errors. Selected students will be asked to advance to the Audition Process.

At the audition:

- Students invited to audition must bring an additional writing portfolio consisting of at least 10 typed pages of original creative writing (poetry, short fiction, or creative nonfiction) and an updated list of recently read books.
- Students may be asked to write a short piece assigned by the instructor and will be asked to read aloud and discuss a published poem or story excerpt.
- All students invited to an audition should be prepared for a one-on-one interview with a faculty member. Consider these questions prior to your audition date: Why do you want to study writing? Are you willing to spend many hours outside of class on your reading and writing? What do you need to know about NOCCA and the writing program in order to determine if it's the right fit for you? Successful students demonstrate a strong desire to read and write as well as a willingness to do more than the work required.
- Students may also be asked to attend a creative writing class.

Culinary Arts

Students currently in 8th-11th grades may apply.

The Culinary Arts Department offers a four-year course of study for talented and disciplined students who aspire to be chefs and/or foresee a career within the broad scope of culinary. NOCCA's Culinary Arts program, developed in collaboration with the Emeril Lagasse Foundation, features the first of its kind curriculum for high school students. In classes concentrating on hands-on training and technique, students are provided the opportunity to work side by side with industry leading chefs who serve as professional mentors while delivering all aspects of curriculum. Students are treated like young professionals and held to high expectations in basic cooking techniques, uniform standards, sanitation and growth of skill set.

Include with your completed application:

- An essay explaining what culinary means to you, including your relationship with food and how culinary affects your daily life.
- A short video (2 mins max) of you cooking and explaining your favorite dish.
- A short video (1 min max) of you demonstrating your knife skills. **Knife Skills Demo**

During the audition:

- You will be scheduled for an online interview with one or more of the chef instructors who will ask you a series of questions about your experiences, expertise and commitment. Prepare to discuss your interest in culinary arts, what or who inspires you, and any experience or training. A second interview may be required.

- Be prepared to be involved in an individual or group discussion which may include, but not be limited to, weights and measures, product identification, basic knowledge of cooking techniques, stock making. **Weights and Measurements**
- Be prepared to get creative and provide menu or product ideas for thematic events.

Dance

Students currently in 6-7th grades may apply for Middle School Arts Instruction; 8-11th grades are eligible to apply for the High School Arts Instruction.

It is the mission of the Dance Department at NOCCA to provide a complete and comprehensive dance education experience in a nurturing and disciplined environment to all of our students. We use dance as a foundational vehicle to integrate physical, intellectual, and emotional capacities and as a catalyst for the development of students' self-discipline, integrity, responsibility, aesthetic awareness, and creative problem solving. Our ultimate goal is to develop and mentor fine young citizens who will complete their artistic and academic requirements for graduation from this institution, leaving prepared for their future endeavors.

The NOCCA Dance Program maintains a supportive, rigorous and challenging dance atmosphere that prepares students for the requirements of today's professional dance world. Students receive technical dance training grounded in Classical Ballet, Modern (Horton Technique), Jazz, Tap, Hip-Hop, with supplemental instruction in Dance Conditioning, Nutrition for Dancers, Dance Anatomy, Dance History, Dance Improvisation, Composition, Master Classes, and Student Choreography Projects. Additional training is provided through our visiting Artist in Residence program, which gives students the opportunity to work closely with world renowned choreographers and performers. Our curriculum reflects the quality of intense training and artistic development that any young aspiring dancer will need to succeed in the college level, and in the professional dance world. Utilizing the artist-teacher instructional concept students have the advantage of learning, knowing and experiencing dance as an artistic form.

At the audition:

Prepare for audition dressed in dance clothes

- Females
Modern, Improvisation - Black leotard, black convertible tights
Jazz - Black leotard, black convertible tights, jazz shoes, (NO JAZZ SNEAKERS)
Ballet - black leotard, pink tights with pink ballet shoes or flesh tone tights with flesh tone ballet shoes
- Males
All Disciplines - black tights, white T-shirt, ballet and jazz shoes
- Hair should be pulled back away from the face and secured tightly in a puff or a bun (or as close to a puff or a bun as possible). No jewelry can be worn and nails must be trimmed to the edges of the fingertips. Those not appropriately dressed or arriving late will need to politely ask permission to join the audition.

Prepare your dance space

- Clear Open Space - Try to be in a space where there is room to move and dance. Be sure to clear any furniture or other items out of your way.
- Good Lighting - make sure the lighting in your room is bright enough so we can see you.

- Camera/Computer set-up - Try to set up your device so that your **whole body** is in **full view of the camera**.

The audition

- Part A - Live Classes

You will take abbreviated dance classes in ballet and modern technique with an opportunity to showcase your best movement qualities through improvisation. ○ You will learn a jazz dance combination.

After you are released from the audition, you will have 2 hours to submit a recording of yourself performing this combination.

- Part B - Interview

You will be asked a series of questions that relate to your goals and your vision for your future in dance.

- Part C - Recorded Submission

- Clear Open Space - Try to be in a space where there is room to move and dance. Be sure to clear any furniture or other items out of your way.
- Good Lighting - make sure the lighting in your room is bright enough so we can see you
- Camera/Computer set-up - Try to set up your device so that your **whole body** is in **full view of the camera**.

Movement/Combination - As a part of the jazz audition you will be taught a movement phrase/combination. `Specific movement and instructions will be provided in the live audition.

Submission_- Recording must be submitted within two hours after the live audition. Directions and links will be provided at the live audition.

Assessment

You will be assessed on your demonstration of the following skills: mental ability; energy level within the classes; flexibility of back, legs, feet and foot articulation; musicality and phrasing; rhythmic accuracy; quick recall of combinations; presence and carriage, and ability to perform given combinations with confidence; and your overall passion for dance.

Do not prepare choreography for this audition. You will take instructions from the NOCCA dance faculty.

Drama

Students currently in 8th-11th grades may apply.

The Drama Division seeks to instill in students a love and respect for theatre as art while developing internal and external resources, exploring creative potential, investigating the social and historical context of art, and expanding critical acumen. To achieve the development of artistry in the student-actor, background skills and a strong foundation in the student's resources become the primary focus in training. Those resources are: the voice, the body, the literary background, the creative imagination. Extensive work in class serves to exercise and enhance these resources. Daily practice is essential to artistic and professional growth both individually and in ensemble. Observation and constructive critique become part of each class and are offered to support the development of skills and to give the student discernment in the practice of his/her art.

Include with your completed application:

A written or typed resume or list of your training and experiences in performance/acting.

At the audition:

- You will be asked to participate in exercises that will require some movement. Try to find a space by your computer where you will have a little room to move around in and wear clothes and shoes that you can move in easily.
- Perform a memorized monologue selection provided by the Theatre Department (see below for the list of acceptable choices/NO ORIGINAL SPEECHES OR POEMS) and be familiar with the play from which the monologue was taken.
- Respond spontaneously in directed improvisational exercises.
- We may show a clip of a play during the audition and ask you to discuss the clip with the group.
- You may be asked to participate in an individual interview if the faculty needs further clarification concerning your application to NOCCA.

[Download the Drama High School list of Monologues.](#)

Jazz Instrumental Music

Students currently in 8th-11th grades may apply.

The Jazz Division is designed to create not only a proficient Jazz performer, but a well-educated and literate musician. Students are taught scales, chords, and fundamental stylistic elements of various periods of Jazz through specific repertoire of Jazz literature. Students are expected to memorize a minimum of four songs with solo transcriptions each semester and perform these works in a combo setting in class and the weekly student performance class. Students will also perform these requirements at the Jazz juries at the end of each semester. Also, students are taught via books, handouts, master recordings, performance videos, and various guest artist master classes about the great Jazz artists and their significant contributions to Jazz history. Students also learn about the masterworks of Classical music and study comparisons in the various styles.

It is strongly recommended that all students first attend the NOCCA Jazz Audition Information Session before attempting the official NOCCA Jazz audition.

Students should take PRIVATE OR GROUP MUSIC LESSONS OR PARTICIPATE IN AN ORGANIZED MUSIC PROGRAM for at least ONE FULL YEAR with a QUALIFIED Jazz instructor to have the necessary skills required to pass the NOCCA audition.

At the audition:

Students who audition for NOCCA are expected to be able to do ALL of the following:

- Play the melody and improvise with the blues scale over a basic 12-bar blues form. Pianists and guitarists should know some basic Jazz chord voicings. Students may choose one of following blues tunes or another similar blues tune: St. Louis Blues (F Blues) Tenor Madness (Bb) Blue Monk (Bb), Second Line (Bb Blues) Sonny Moon for Two (Bb Blues) Now's the Time (F Blues) etc. Students may prepare a more advanced Jazz tune if they wish, but at the very least they must be able to improvise over the basic 12-bar blues form.
- Play and spell the major, mixolydian (7th tone lowered a 1/2 step), and dorian scales (3rd and 7th tones lowered a 1/2 step) EVENLY and ACCURATELY with PROPER FINGERINGS in keys up to 3 flats and 3 sharps (C, F, Bb, Eb, G, D, A).

- Play ARPEGGIOS for major 7th (1-3-5-7-5-3-1), dominant 7th (1-3-5-b7-5-3-1), and minor 7th chords (1-b3-5- b7-5-b3-1) EVENLY and ACCURATELY with PROPER FINGERINGS in keys up to 3 sharps and 3 flats (C, F, Bb, Eb, G, D, A).
- Have solid knowledge of key signatures (up to 3 flats and 3 sharps), music theory, and basic intervals (minor 2nd, major 2nd, minor 3rd, major 3rd, perfect 4th etc.) for keys up to 3 sharps and 3 flats (C, F, Bb, Eb, G, D, A., and notes in BOTH clefs).
- Sight-read a simple melody accurately with correct rhythm and intonation. (All students, all instruments.) Guitar Tab reading is NOT accepted.
- Sight-read and play basic rhythm patterns accurately (basic 8th note and simple 16th note patterns, including basic time signatures).
- Match pitches and short melodic patterns by ear (from the piano) and play them back on your instrument accurately and relatively quickly.

Drummers are responsible for all of the above requirements and will be asked to play scales and find notes on the piano by ear. It is strongly recommended that drummers have some experience playing the piano or some other melodic instrument. All students at NOCCA study music theory and drummers must be able to fulfill these requirements at the same level as every other student. Drummers who cannot fulfill these minimum requirements at the audition will not be admitted into the program.

Media Arts:

Students currently in 8th-11th grades may apply.

Admission to the Media Arts program is based on the application and audition. Students who complete the application on time will be scheduled for an audition. The audition consists of a portfolio review and interview.

Include with your completed application:

Upload:

- a link or sample of a piece of media that inspires you, and
- a portfolio that includes one or more of the following: a short film, a photo story, storyboards, a screenplay, electronic or recorded music, a music video, a short animation or a video game. Media arts is rooted in time. Therefore, demonstrating one's understanding of how story, character, space and/or tone develop over time is an essential element of the portfolio.

At the audition:

Your audition will include a portfolio review and an interview.

All applicants are ranked based on a score from their audition. Class sizes are limited, and admittance to NOCCA goes to the top-ranked students. Placement into levels is determined at the discretion of the Media Arts faculty.

Musical Theatre

Students currently in 8-11th grades may apply.

In the Musical Theatre Department, classes begin with fundamental techniques for dancing, acting, and music; advanced technique is built on the foundation of the basics. The curriculum is process-, rather than product-, driven...meaning that continual practice and progress is emphasized instead of an artificial end result. The students develop and strengthen their technical skills as the faculty nurtures their intellect, curiosity, creativity, and passion - traits of a dedicated theatre artist. Our goal is to equip students for auditions to Musical Theatre programs in colleges and universities, and to prepare them for the rigors of a professional career.

Include with your completed application:

- A list or resume with the applicants' background in Musical Theatre training and productions. Please include, if applicable, dance classes, voice lessons, and acting workshops, as well as their most significant performance experiences.
- A photograph of the applicant. It may be an informal picture or a professional headshot; please make sure the photo is current, clear, and an accurate likeness of the applicant.

At the audition: The Musical Theatre Audition consists of three elements-**Acting, Music, and Dance.**

EITHER upload with application *OR* prepare to perform at audition one piece of work for each element below

The **ACTING** element: Choose one (1) of the characters and prepare the text from the list below. You may choose any character; you are not bound by gender, ethnicity, or age. Perform the character's entire text as it is given. Prepare by reading and familiarizing yourself with the character and situation - research the context of the scene and anything in the text that is unfamiliar. Each character is from a particular time and place; you do not have to perform with an accent or dialect, though you should be familiar with the overall style (particularly in the texts from OKLAHOMA!). You may hold a page with the text and refer to it while you perform, though you should be memorized enough to look up and speak clearly. Please do not read directly off the page. **IMPORTANT:** who is the character talking to? There are context clues in the text. As you prepare, have a clear picture in your mind of who the other person is. Perform the text three times, once with each of the following prompts (or goals, tactics). Picture the person you are speaking to, and:

first time: confront them.

second time: charm them.

third time: console them.

The text may make more sense with one tactic over another... do your best to fully invest in each. You may submit a pre-recorded video of your performance, or you may perform it live in the audition call. If you film, please submit as one file, either filmed continuously or filmed separately and edited into one contiguous video. If you perform live, be prepared to respond to direction in the moment. Please be prepared to discuss your preparation and research in the interview segment of the audition. (The text is taken from the original scripts and edited for length and clarity)

[Musical Theatre Acting Audition Text](#)

The **MUSIC** element: The applicant may choose to sing “Over the Rainbow” using the accompaniment and sheet music provided in the links below. Or the applicant may sing any song of their choice and must provide their own accompaniment. (Piano accompaniment tracks are best, but any karaoke track is acceptable as long as there are no vocals on the track. Please do not sing a capella, or unaccompanied.)

[Over the Rainbow High Accompaniment](#)

[Over the Rainbow High Melody Only](#)

[Over the Rainbow Low Accompaniment](#)

[Over the Rainbow Low Melody Only](#)

[Over the Rainbow Medium Accompaniment](#)

[Over the Rainbow Medium Melody Only](#)

[Somewhere Over the Rainbow Sheet Music](#)

The **DANCE** element: In the Musical Theatre Department, we have classes in dance technique in Ballet, Tap, and Jazz. However, for the audition, all we are asking is to demonstrate your ability to move with expression, follow directions, and be creative with your story telling. Instructions: Think of a simple task or chore that involves movement, such as sweeping the floor or washing the dishes. Perform that task as if you were on stage without set or props, with exaggerated movement, for 30 – 45 seconds. The movement may be to your comfort level: if you have dance training, you may treat it as choreography, or you may approach it as a simple series of gestures. Either way, it should be clear what task you have chosen to perform. Before you video yourself (or perform it live in the virtual audition), practice the movements so that you have a consistent approach, as you will perform the movements three times, with these prompts:

First time: perform as if it is your **MOST** favorite activity

Second time: perform as if it is your **LEAST** favorite activity.

Third time: perform as if this is the last task you must complete before going on a really terrific vacation.

You may submit a pre-recorded video of your performance, or you may perform it live in the audition call. If you film, please submit as one file, either filmed continuously or filmed separately and edited into one contiguous video. If you perform live, be prepared to respond to direction in the moment. Please be prepared to discuss your preparation in the interview segment of the audition.

CALL BACKS: Though the elements of the audition help the Musical Theatre Faculty make informed decisions about each applicant, the faculty may need an applicant to return and participate in an additional virtual "call-back" session. The call-back consists of a music and acting class as taught in a typical virtual day at NOCCA. The applicant does not need to prepare anything else, just to be ready to participate with an open mind. If we do not call an applicant back, it is not an indication of their audition; we have all the information we need. If the applicant is requested to attend a call-back session, the applicant's parents will be notified by email as soon as possible after the last session of auditions.

Theatre Design

Students currently in 8th-11th grades may apply.

The Theatre Design Division is designed for students who wish to become theatrical designers and stage technicians. Students learn by doing, through hands-on instruction in stage lighting, sound design, costuming, make-up, hair, set construction and stage management. Theatre Design students provide resources and support to NOCCA student productions in all the performance arts.

Include with your completed application:

- A resume or a list of your training and experiences in theatre design, performance, and any backstage or theatre crew work.
- A one to two-page essay describing your interests in theatre design and why you would like to be a part of NOCCA's Theatre Design Department.
- Digitally upload 10-15 samples of your design work, which could include set design sketches, set models, fashion designs, theatrical paperwork, or make-up/hair designs. This can also include any production photos of completed theatrical design work. Potential students do not need to be visual artists. However, we require that you upload an additional 5 images of your art projects that might have used different mediums and might not be related directly to theatre design. Some examples are photography, pottery, sewing, and painting.

Make sure all examples are labeled. We strongly recommend that you submit an example of a practice design of set and/or costumes for a generally recognized play, musical, ballet or opera.

At the audition:

Be prepared to discuss your design work that you submitted with your application.

Visual Arts

Students currently in 8th-11th grades may apply.

The Visual Arts Department creates a supportive and challenging arts environment that enables students to experience, first-hand, the discipline, knowledge and dedication required in the visual arts field. Artist-teachers and visiting artists serve as mentors to the student artist, introducing students to art history, contemporary art, and the principles of artistic form. In two- and three-dimensional studio classes, students are encouraged to concentrate on technical proficiency, creative problem solving and self-discovery. This focused curriculum increases confidence and skill, and allows students to explore new possibilities and become increasingly self-directed. In critiques, students are able to exercise their aptitude at art analysis and more accurately assess their own work and the work of others.

Include with your completed application:

Upload a picture(s) of the following TWO completed activities:

Activity ONE:

Create a drawing from direct observation. Drawing from "direct observation" means creating a drawing while looking at the real objects (not from a picture). The drawing should be drawn in pencil on an 8½" by 11" white piece of paper (regular copy paper). We recommend that your composition fill the whole page and that you use a full range of value (value means adding the lights and darks you see, using

shading in your drawing). It is also suggested that you light the subject with a strong, direct light source to create highlights and shadows. Upload a photo of your completed drawing with your application.

Choose ONE from the following options to draw:

- Draw a pair of your favorite shoes, hi-tops, sandals or dress shoes.
- Draw an arrangement of two or three things that you like to collect.
- Look around for, and then draw, a subject that is challenging and complex– such as a stack of glass cups, kitchen gadgets or an interesting plant.
- Create a self-portrait with dramatic lighting, by looking in a mirror (you could include your favorite sunglasses or hat).

NOTE: A second OPTIONAL drawing may be included. The subject of the drawing can be anything you would like to draw.

Activity TWO:

Starting with a piece of white copy paper, alter it to change its shape from a 2-dimensional to a 3-dimensional form (2-dimensional means flat, only having height and width, while 3-dimensional means the object also has depth, like a sculpture). You can cut, fold, tape, glue, or do anything else that you want to the paper. You may want to light your finished piece with a lamp to bring out the highlights and shadows. Take two or three pictures of your piece, with your phone or a camera, from different angles so that we can see all sides of it. Then upload the pictures with your application.

Following a review of the applications, selected students will be invited to a live virtual audition and asked to upload a portfolio prior to the audition.

Portfolio Review:

Selected students will be asked to upload a digital portfolio of carefully chosen examples of work prior to the student's scheduled audition day and time. Images of the work can be taken with a cell phone or a camera. Please be sure that the images are clear and present your portfolio at its best. To avoid glare on the image, it is recommended that work that is framed and under glass be taken out of the frame when photographing. Here is a video that may be helpful, made by our photography teacher, about how to take high quality images with your cell phone and available

light: <https://www.youtube.com/watch?v=7SykEMTe2m8>

Students should submit outstanding original work that demonstrates commitment and investment, with an emphasis on work from direct observation. Consider quality before quantity; up to 10 pieces are requested. Include a variety of media and approaches (drawing, painting, sculpture, ceramics and photography are all accepted). All work should have been created within the last two years.

At the Audition:

- You will be asked to create a sculptural piece with items you have in your home.
- You will be asked to produce a drawing from direct observation.
- You will be asked to write a response to an image of an artwork.
- Faculty members will talk with you about your two activities, the written artwork response, reading ability, and your academic strengths.

