



DeKalb Arts Academy (DAA)
3131 Old Rockbridge Road, Avondale Estates, GA 30002
678-874-1302

2025-2026 Audition Application Letter

Thank you for your interest in applying to DeKalb Arts Academy (DAA), a K-8 arts school (dance, drama/theatre, vocal and instrumental music, and visual arts), where our vision is to promote equity and inclusivity for all students while achieving excellence academically and artistically. Every day, we strive to promote these core values and provide high-quality arts integrated instruction that not only meets but exceeds the district and state's standards of excellence. DAA is part of the DeKalb County School District's Magnet Program. Our goal is to provide a high-quality education by integrating the core academics and the arts.

Our students **must balance** academic and visual and/or performing arts requirements. They must maintain a minimum of a 3.0 grade point average and a strong, well-rounded performing arts work ethic. Additionally, students must attend school every day and on time. Students must maintain an exemplary discipline record to remain a part of the DAA community. If a student does not maintain a 3.0 GPA, is absent more than 5 times, or is chronically tardy to school, one probationary semester is allowed to strengthen these areas. Our school day begins at 7:45 a.m. and ends at 2:30 p.m. Students in the Gifted Program are served through an in-class model in at least one content area to meet state guidelines.

DAA has a required uniform policy; students are required to wear the uniform identified by our school. Our goal is to offer students a comprehensive, arts integrated, instructional program in a structured setting. We are preparing our students to be interview and audition-ready at all times. The dress and appearance of the students should always be neat and proper, as it reflects both home and school. Additionally, all students at DAA pay a mandatory magnet fee, which is collected at the beginning of the school year and must be paid in full by August 30th. Students participating in audition-based performances or clubs may be assessed an additional fee for participation. The magnet fee covers the following costs:

- 1) Admission and transportation for **one** school-wide field trip
- 2) Field Day T-Shirt
- 3) Honor's Day certificates and awards
- 4) Other identified program related expenses

The most current DeKalb County School District (DCSD) transportation policy will be followed. For school- year 2024-2025, students will report to selected satellite pick-up locations in their region for school bus transportation to DAA, and transported back to the same location after school dismisses. DeKalb Arts Academy strives to offer a unique and valuable experience in academics and the arts that requires a partnership between our staff, your scholar, and you, the parent to maintain a high standard of excellence!

In partnership,

Dr. LaTonya Donald, Proud Principal



DAA 2025-2026 Audition Application Information

Curriculum:

The curriculum includes core academic classes along with drama/theatre, dance, vocal and instrumental music, and visual arts. Students in grades K-3 take dance, drama/theatre, general music, and visual arts classes weekly. Students in grade 4 and above are evaluated and their evaluation score determines which arts course(s) they are enrolled in: dance, drama/theatre, vocal music, instrumental music (band or orchestra), or visual arts.

Admission:

1. The families and students applying to DAA **must** reside in the DeKalb County School District (DCSD) attendance area to apply and enroll.

2. Students must have a 3.0 (or higher) GPA and this average must be maintained each semester once enrolled in DAA.

Applicants for grade 4 and above **must**:

a. Apply through the DCSD School Choice Open Enrollment process. The DCSD School Choice Open Enrollment process begins October 1, 2024 at 9:00 a.m. and ends October 31, 2024 at 4:00 p.m.

<http://www.dekalbschoolsga.org/school-choice/>

b. Submit a completed DAA Audition Application online application by 11:59 p.m. October 31, 2024.

Complete the DAA audition process in two arts areas (dance, drama/theater, vocal music, band, orchestra/strings, or visual arts). **DAA Audition Dates (grade 4 and above): Thursday, November 7, 2024, from 3:30 p.m. – 7:00 p.m. Saturday, November 9, 2024, from 9:00a.m.-4:00p.m., and Tuesday, November 12 and Thursday, November 14 from 3:30 p.m. - 7:00 p.m.**

IMPORTANT: Option for rising 4th grade audition students: If a student is interested in being a beginning band or strings/orchestra student for the 2025-2026 school year he or she may audition in one area and participate in the instrument evaluation process for band or strings during auditions.

DAA TOURS & NEW STUDENT INFORMATION SESSIONS:

Call 678-874-1302 to RSVP to attend:

- October 18, 2024 6:00-7:30p.m.
- October 21, 2024 6:00-7:30p.m.

DAA 2025-2026 Audition Application Information

DAA On-line Audition Application Submission Deadline: October 31, 2024 by 11:59 p.m.

Audition Schedule for grades 4-8

- a. Saturday, November 9 from 9:00 a.m. – 4:00 p.m.
- b. Tuesday, November 12 from 3:30-7:00p.m.
- c. Thursdays November 7 &14 from 3:30-7:00p.m.

Application Checklist:

- A copy of the applicant's 2024 SECOND semester final report card.
- A copy of the applicant's first semester progress report.
- A copy of the applicant's discipline record, **signed by an administrator**.
- Two letters of recommendations-one from an academic teacher and one from a special's teacher (Band, Chorus, Dance, Drama, Art)
- If applicable, visual arts audition portfolio (3-5 pieces) must be submitted with the completed application.

Audition Checklist:

- Students must audition in **two** art disciplines and will interview with the audition panel (dance, drama/theater, vocal music, band, orchestra/strings, or visual arts)
- **IMPORTANT:** Option for rising 4th grade audition students ONLY: If a student is interested in being a beginning band or strings/orchestra student for the 2023-2024 school year he or she may audition in one area and participate in the instrument evaluation process for band or strings during auditions
- **Students auditioning in dance MUST** wear the proper attire to audition (see dance audition requirements).
- The visual art audition portfolio (3-5 pieces) must be submitted with the completed application (see visual arts audition requirements)
- Music for dance and accompaniment for instrumental music auditions: Must be age appropriate and brought downloaded on a cell phone on airplane mode. Music from YouTube **cannot** be used during the audition.
- The decisions of the DAA selection committee are final.

Acceptance:

All acceptance notices will be handled through the DCSD Magnet and Theme Schools Office.

Only students whose names appear on the DCSD School Choice Application list for DAA will be accepted.

DAA Audition Application Submission Deadline: October 31, 2024 at 11:59 pm
The audition requirements for each discipline are below along with the scoring rubrics.

Students auditioning to enter grade 4 or above, must audition in two (2) of the following art disciplines: dance, drama/theatre, instrumental music, vocal music, or visual arts. All students will participate in a brief interview during their audition.

Dance

- Perform a 60-90 second dance selection in **ballet, modern, jazz, tap, lyrical, or ethnic/cultural** dance, choreography should demonstrate the student's technical ability and skill (**liturgical, mime, or hip hop dance will not be scored**)
- Complete a dance combination after a mini-lesson
- Applicants **must dress** in proper dance attire **NO COSTUMES**
 - Shoes: Ballet, jazz, or tap dance shoes, or barefoot
 - Girls - Leotard, tights, convertible tights if dancing barefoot, and jazz pants or dance shorts if desired
 - Boys – Black sweat/jazz pants and a plain black or white t-shirt
- Music **MUST** be age appropriate and brought in on a CD, iPod, or downloaded on a cell phone used on airplane mode
- Music from YouTube **cannot** be used during the audition
- Students may be asked to define/demonstrate ballet terminology and technique/skills

Drama/Theatre

- Memorize and perform a monologue (see Drama/Theatre rubric for the monologue choices)
- Improvisation or a cold read (theatrical **cold reading** is reading aloud from a script or other text with little or no rehearsal, practice or study in advance of the selected piece)
- Sustain characterization with a clear understanding and interpretation of monologue, improvise, and cold read script

Instrumental Music (Standard Band or Orchestra Instruments – NO PIANO see instruments below

- Woodwinds, brass, double reed, and percussion instruments or violin, viola, cello, and bass instruments
- Play a selection with or without accompaniment - Music for accompaniment **cannot** come from Youtube and **MUST** be age appropriate and brought in on a CD, iPod, or downloaded on a cell phone on airplane mode
- Grade 4: Play and read one pentachord in any key
- Grade 5 or higher: Play two (2) one-octave scales
- **IMPORTANT:** Option for rising 4th grade audition students **ONLY:** If a student is interested in being a beginning band or strings/orchestra student for the 2020-2021 school year he or she may audition in one area and participate in the instrument evaluation process for band or strings during auditions

Visual Arts

- Submit a portfolio with 3-5 pieces of art work in at least two different mediums completed in the past two years.
- **Please do NOT submit any work on lined notebook paper.**
- The portfolio with 3-5 pieces of art work must be submitted with application at the time the audition is scheduled.
- Produce a still life drawing on site.

Vocal Music

- Sing major arpeggio using solfège DO-MI-SOL-MI-DO
- Select one song from the list below. You may sing with or without accompaniment:
 - Simple Gifts – Traditional Shaker Hymn
 - America the Beautiful – Traditional
 - Dona Nobis Pacem – Traditional Canon
- Grades 4 and 5: Sing a **five tone scale** ascending and descending using solfège
- Grade 6 and above: Sing an **eight tone scale** ascending and descending using solfège

Interview: Students are interviewed as part of the audition process. Students should prepare to discuss/demonstrate their experience, goals, and knowledge of the disciplines and the piece(s) performed (vocabulary, genre, composer, author, artist, choreographer, etc.).

DeKalb Arts Academy (DAA)
2025-2026 Audition Application
Application submission deadline: October 31, 2024 at 11:59 p.m.

Student & Parent's Contact Information - Please type or use blue or black ink to complete.

Student's Name: Last _____ First _____ MI ____ Male ____ Female ____

Parent/ Guardian's Name: Last _____ First _____

Parent/ Guardian's Signature _____
Address _____

Home Telephone # (____) _____ Work Telephone # (____) _____

Mobile Telephone # (____) _____ Email _____

Student's School Information - Please type or use blue or black ink to complete.

Current School _____ Current Grade Level ____
School's Telephone # (____) _____ Grade Level for the 2025 - 2026 School Year ____

Student's Audition Areas - Please type or use blue or black ink.

Please select, from the list below, TWO (2) arts areas in which you will audition:

Dance Drama/Theatre Visual Arts Vocal Music Instrumental Music (Band or Strings Instrument)

Participate in the instrument evaluation process for band or strings during auditions

Option for rising 4th grade audition students ONLY: If a student is interested in being a beginning band or strings/orchestra student for the 2025-2026 school year he or she may audition in one area and participate in the instrument evaluation process for band or strings during auditions.

Audition area: _____ Audition area: _____ Instrument
for instrumental music audition (NO PIANO) _____

Participate in the instrument evaluation process for band or strings during auditions (check here) _____

- Application Checklist

- *2025-2026 Spring(second) semester report card is attached* Initial here _____
- *Discipline report from current school's administration (signed by an administrator).* Initial here _____
- *Progress Reports for first Semester 2024-2025 is attached* Initial here _____
- *Two teacher letters of recommendation are attached* Initial here _____

Dance Audition Rubric

Audition Date: _____

Student's Name: _____ Judge: _____

Audition Grade Level: *(Circle One)* 4th 5th 6th 7th

(CLEARLY circle the score for each criteria) Do NOT give ½ points – enter score at the end of the column

CRITERIA	Advanced	Intermediate	Beginner	Developing
1. Skill/Technique Turnout, pointed feet, leg extensions, flexibility, turns, jumps, position of the arms	Student demonstrates advanced skill/technical ability in dance.	Student demonstrates intermediate skill/technical ability in dance	Student demonstrates beginner skill/technical ability in dance	Student demonstrates developing skill/technical ability in dance
2. Musicality/Rhythm	Student demonstrates advanced ability in matching movement and form to the rhythm, melody, and mood of the music being played	Student demonstrates intermediate ability in matching movement and form to the rhythm, melody, and mood of the music being played	Student demonstrates beginner ability in matching movement and form to the rhythm, melody, and mood of the music being played	Student demonstrates developing ability in matching movement and form to the rhythm, melody, and mood of the music being played
3. Movement Quality (style, artistry)	Strong ability to use a wide array of physical effort actions	Fundamentally sound ability to move with different energies. Demonstrates an understanding of the quality of movement necessary.	Basic ability to move with different energies. Demonstrates basic understanding of the quality of movement necessary.	Difficulty executing a variety of moves with different energies. Demonstrates very little understanding of the quality of movement necessary.
4. Performance Quality	Ability to express emotional context in movement and ability to control and maintain proper focus and presentation	Ability to express emotional context in movement and control and maintain proper focus and presentation most of the time	Ability to express emotional context in movement some of the time	Insufficient demonstration of qualitative range in movement
5. Potential in discipline based upon execution of criteria 1-4	Student demonstrates ability to excel in discipline	Student demonstrates ability to grow positively in discipline	Student demonstrates ability to have typical growth in discipline	Student shows ability to progress at beginning stages in discipline
6. Interview	Answers/responds to questions in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to questions with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge	Answers/responds to questions with little confidence, clarity of thought, articulation, and a very little degree of knowledge

Points for each criteria				
Total Points				

Interview Questions:

1. What dance genre was your piece? _____
2. Why did you select this genre? _____

Drama Audition Rubric

Audition Date: _____

Student's Name: _____ Judge: _____

Audition Grade Level: *(Circle One)* 4th 5th 6th 7th

(CLEARLY circle the score for each criteria) Do NOT give ½ points – enter score at the end of the column

CRITERIA	Advanced	Intermediate	Beginner	Developing
1. Clear diction & projection	Clear diction & projection during the monologue was on an advanced level	Clear diction & projection during the monologue was on an intermediate level	Clear diction & projection during the monologue was on a beginning level	Clear diction & projection during the monologue was on a developing level
2. Characterization	The development and portrayal of a personality through thought, action, & dialogue was on the advanced level	The development and portrayal of a personality through thought, action, & dialogue was on the intermediate level	The development and portrayal of a personality through thought, action, & dialogue was on the beginning level	The development and portrayal of a personality through thought, action, & dialogue was on the developing level
3. Improvisation	Expressive and enthusiastic throughout entire performance. Varies expression to match the prompt with a strong commitment to the character. Words flow smoothly and naturally and meaning is clear.	Expressive and enthusiastic throughout most of the performance. Varies expression to match the prompt. Words flow smoothly and naturally and meaning is clear.	Expressive and enthusiastic throughout half of the performance. Showed some expression related to the prompt. Words flow smoothly and naturally but without consistency.	Very little or no expression or enthusiasm. There is some choppiness in the presentation. Very little or no expression match the prompt.
4. Performance Quality	Performs on the level of advanced in the areas of energy, intensity, and emotion	Performs on the level of intermediate in the areas of energy, intensity, and emotion	Performs on the level of beginner in the areas of energy, intensity, and emotion	Performs on the level of developing in the areas of energy, intensity, and emotion
5. Potential in discipline based upon execution of criteria 1-4	Student demonstrates ability to excel in discipline	Student demonstrates ability to grow positively in discipline	Student demonstrates ability to have typical growth in discipline	Student shows ability to progress at beginning stages in discipline
6. Interview	Answers/responds to the question in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to the question with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to the questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge	Answers/responds to the question with little confidence, clarity of thought, articulation, and a very little degree of knowledge
Points for each criteria				
Total Points				

• Interview Questions:

Why are you auditioning in drama/theatre?

What does it take to be a good actor or actress?

Instrumental Music Audition Rubric

Audition Date: _____

Student's Name: _____ Judge: _____

(CLEARLY circle the score for each criteria) Do NOT give ½ points

CRITERIA	Advanced	Intermediate	Beginner	Developing
1. Tone Quality Tone relates to actual note sounded and the quality of a sound.	The tone is uniform, centered, consistent and well controlled throughout	Most tones are uniform, centered, consistent, and well- controlled throughout	There is an overall good tone quality with some harshness and/or distortion at extended ranges and volume levels	Most tones are not uniform, centered, consistent and well controlled throughout the audition
2. Rhythm, and Tempo	Rhythms are accurate and vertically aligned. Tempos are accurate throughout the performance.	Rhythms are accurate and vertically aligned. Tempos are accurate most of the time.	Most rhythms are accurate and vertically aligned. Tempos are accurate some of the time.	Rhythms are seldom vertically aligned and temp are inconsistent throughout the performance. There is little sense of rhythmic accuracy.
3. Intonation/Pitch Accuracy	ALL pitches are played accurately and pitch center is maintained at ALL times with no tendencies to go sharp or flat	MOST of the pitches are played correctly and/or student tends to sharp/flat only in extreme registers or vocal "breaks"	ONLY ABOUT HALF of the pitches are played accurately and /or student tends to be out of tune ABOUT HALF of the time	LESS THAN HALF of the pitches are played accurately and/or student demonstrates only RARE moments of correct intonation
4. Scales	No errors	1 error	2 errors	More than 2 errors
5. Potential in discipline based upon execution of criteria 1-4	Student demonstrates ability to excel in discipline	Student demonstrates ability to grow positively in discipline	Student demonstrates ability to have typical growth in discipline	Student shows ability to progress at beginning stage in discipline
6. Interview	Answers/responds to questions in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to questions with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge	Answers/responds to questions with little confidence, clarity of thought, articulation, and a very little degree of knowledge

Audition Grade Level: (Circle One) 4th 5th 6th 7th

Interview Questions

1. Please sight read the following music example

Points for each criteria				
Total Points				

Advanced _____ Intermediate _____ Beginner _____ Developing _____

2. What goals do you have concerning playing your instrument?

Instrumental Music Audition Rubric

Audition Date: _____

Student's Name: _____ Judge: _____

(CLEARLY circle the score for each criteria) Do NOT give ½ points

CRITERIA	Advanced	Intermediate	Beginner	Developing
7. Tone Quality Tone relates to actual note sounded and the quality of a sound.	The tone is uniform, centered, consistent and well controlled throughout	Most tones are uniform, centered, consistent, and well- controlled throughout	There is an overall good tone quality with some harshness and/or distortion at extended ranges and volume levels	Most tones are not uniform, centered, consistent and well controlled throughout the audition
8. Rhythm, and Tempo	Rhythms are accurate and vertically aligned. Tempos are accurate throughout the performance.	Rhythms are accurate and vertically aligned. Tempos are accurate most of the time.	Most rhythms are accurate and vertically aligned. Tempos are accurate some of the time.	Rhythms are seldom vertically aligned and temp are inconsistent throughout the performance. There is little sense of rhythmic accuracy.
9. Intonation/Pitch Accuracy	ALL pitches are played accurately and pitch center is maintained at ALL times with no tendencies to go sharp or flat	MOST of the pitches are played correctly and/or student tends to sharp/flat only in extreme registers or vocal "breaks"	ONLY ABOUT HALF of the pitches are played accurately and /or student tends to be out of tune ABOUT HALF of the time	LESS THAN HALF of the pitches are played accurately and/or student demonstrates only RARE moments of correct intonation
10. Scales	No errors	1 error	2 errors	More than 2 errors
11. Potential in discipline based upon execution of criteria 1-4	Student demonstrates ability to excel in discipline	Student demonstrates ability to grow positively in discipline	Student demonstrates ability to have typical growth in discipline	Student shows ability to progress at beginning stage in discipline
12. Interview	Answers/responds to questions in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to questions with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge	Answers/responds to questions with little confidence, clarity of thought, articulation, and a very little degree of knowledge

Audition Grade Level: (Circle One) 4th 5th 6th 7th

Interview Questions

Points for each criteria				
Total Points				

3. Please sight read the following music example

Advanced _____ Intermediate _____ Beginner _____ Developing _____

4. What goals do you have concerning playing your instrument?

Visual Arts Audition Rubric

Audition Date: _____

Student's Name: _____ Judge: _____

Audition Grade Level: *(Circle One)* 4th 5th 6th 7th

(CLEARLY circle the score for each criteria) Do NOT give ½ points – enter score at the end of the column

CRITERIA	Advanced	Intermediate	Beginner	Developing
Line Quality of Still life: By varying the line quality artists can make objects appear more 3-dimensional and more interesting	Artwork demonstrates an advanced use of line quality (thickness or thinness of the line) that creates visual excitement by combining a variety of different line qualities	Artwork demonstrates an intermediate use of line quality (thickness or thinness of the line) that creates some visual excitement by combining some variety of different line qualities	Artwork demonstrates a beginner level use of line quality (thickness or thinness of the line) that displays some visual interest by combining some different line qualities	Artwork demonstrates a developing level use of line quality (thickness or thinness of the line) that display very little visual interest by combining very few different line qualities
Technique of Still Life	Excellent use of perspective and contour devices to create the illusion of depth and space	Very good use of perspective and contour devices to create the illusion of depth and space	Average use of perspective and contour devices to create the illusion of depth and space.	Poor use of perspective and contour devices to create the illusion of depth and space
3-5 additional works	Artwork is excellent and communicates with the viewer through line quality, texture, technique, & composition. Artwork shows a great variety of skill levels.	Artwork is very good and communicates with the viewer through line quality, texture, technique, & composition. Artwork shows a variety of skill levels.	Artwork is average and communicates with the viewer through line quality, texture, technique, & composition. Artwork is on relative to grade/age of student.	Artwork is poor but communicates with the viewer through line quality, texture, technique, & composition.
Composition of Still life and additional works	Excellent use of art elements and design principles in portfolio and still life	Very good use of art elements and design principles in portfolio and still life	Good use of art elements and design principles in portfolio and still life	Poor use of art elements and design principles in portfolio and still life
Potential in the discipline base upon execution of criteria 1-4	Student demonstrates ability to excel in discipline	Student demonstrates ability to grow positively in discipline	Student demonstrates ability to have typical growth in discipline	Student shows ability to progress at beginning stages in discipline.
Interview	Answers/responds to questions in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to questions with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge.	Answers/responds to questions with little confidence, clarity of thought, articulation, and a very little degree of knowledge

Interview Questions

- How does texture add interest to a piece of artwork?

Points for each criteria				
Total Points				

- Describe the technique and medium used to create your favorite piece in your portfolio.

Vocal Music Audition Rubric

Audition Date: _____

Student's Name: _____

Judge: _____

Audition Grade Level: *(Circle One)* 4th 5th 6th 7th

(CLEARLY circle the score for each criteria) Do NOT give ½ points – enter score at the end of the column

CRITERIA	Advanced	Intermediate	Beginner	Developing
1. Intonation/Pitch Accuracy	ALL pitches are sung accurately and pitch center is maintained at ALL times with no tendencies to go sharp or flat	MOST of the pitches are sung correctly and/or student tends to sharp/flat only in extreme registers or vocal "breaks"	ONLY ABOUT HALF of the pitches are sung accurately and /or student tends to be out of tune ABOUT HALF of the time	LESS THAN HALF of the pitches are sung accurately and/or student demonstrates only RARE moments of correct intonation
2. Tone Quality Tone relates to actual note sounded and the quality of a sound.	The tone is uniform, centered, consistent and well controlled throughout	Most tones are uniform, centered, consistent, and well- controlled throughout	There is an overall good tone quality with some harshness and/or distortion at extended ranges and volume levels	Most tones are not uniform, centered, consistent and well controlled throughout the audition
3. Rhythm, and Tempo	Rhythms are accurate and vertically aligned. Tempos are accurate throughout the performance.	Rhythms are accurate and vertically aligned. Tempos are accurate most of the time.	Most rhythms are accurate and vertically aligned. Tempos are accurate some of the time.	Rhythms are seldom vertically aligned and tempos are inconsistent throughout the performance. There is little sense of rhythmic accuracy.
4. Scales	No errors	1 error	2 errors	More than 2 errors
5. Potential in the discipline base upon execution of criteria 1-4	Student demonstrates ability to excel in discipline	Student demonstrates ability to grow positively in discipline	Student demonstrates ability to have typical growth in discipline	Student shows ability to progress at beginning stages in discipline
6. Interview	Answers/responds to questions in an exemplary manner with confidence, clarity of thought, articulation, and a high degree of knowledge	Answers/responds to questions with confidence, clarity of thought, articulation, and some degree of knowledge	Answers/responds to questions with some confidence, clarity of thought, articulation, and minimum degree of knowledge	Answers/responds to questions with little confidence, clarity of thought, articulation, and a very little degree of knowledge
Points for each criteria				
Total Points				

Interview Questions:

1. Please sight sing the following music example
 Advanced _____ Intermediate _____ Beginner _____ Developing _____

2. Please sing a portion of your favorite song.



DeKalb Arts Academy
 K-8 Arts School
 3131 Old Rockbridge Rd., Avondale Estates, GA 30002
 678-874-1302 www.desa.k12.ga.us

GRADES K-3 APPLICATION INFORMATION

- Apply during the DeKalb County School District (DCSD)

School Choice Open Enrollment process. Open Enrollment period **October 1, 2024, at 9:00 a.m. to October 31, 2024 at 4:00 p.m.**
<http://www.dekalbschoolsga.org/school-choice/>

- Acceptance is through the DCSD School Choice Lottery Process

IN-PERSON TOURS & AUDITION SUPPORT MEETINGS AT 6:00 p.m. TO 7:30 p.m.

October 18, 2024

October 21, 2024

Call 678-874-1302 to register for a tour and audition support meeting

Families and students are **HIGHLY encouraged** to attend our audition support meetings to learn about our **application & audition process for grades 4-8.**

GRADES 4-8 APPLICATION & AUDITION PROCESS

Apply during the DeKalb County School District (DCSD) School Choice Open Enrollment period, **Oct. 1, 2024, at 9:00 a.m. to Oct. 31, 2024, at 4:00 p.m.**
<http://www.dekalbschoolsga.org/schoolchoice/>

1. Submit a completed DAA's online audition application to audition in **two arts areas below, by 11:59 pm Oct. 31, 2024** (see our website www.desa.k12.ga.us for our audition application link, rubrics, requirements, and support)

Dance	Drama	Vocal Music	Visual arts
	Band	Orchestra	

Complete the DESA audition process in two arts areas (see the column to the right for more information) All auditions will be held face-to-face at DAA.

ATTENTION: Grades 4-8
After completing your DCSD School Choice Application:

You MUST complete DESA's ONLINE audition application (link forthcoming)

DESA's Online Audition Application Submission Deadline: Friday, October 31, 2024, by 11:59 p.m.

Application Components:
 Student Information
 2024 Second Semester Report Card
 First Semester progress report
 Discipline Report
 Two Letters of recommendation
 Art Portfolio (if applicable)

Individual Audition Schedules will be sent via email.

Audition Dates:
Thursday
November 7, 2024
 3:30 p.m. – 7:00 p.m.
Saturday
November 9, 2024
 9:00 a.m. – 4:00 p.m.
Tuesday
November 12, 2024
 3:30 p.m. – 7:00 p.m.
Thursday
November 14, 2024
 3:30 p.m. – 7:00 p.m.

Audition Combinations

Dance/Drama
 Dance/Vocal Music
 Dance/Inst. Music
 Dance/Visual Arts
 Drama/Vocal Music
 Drama/Inst. Music
 Drama/Visual Arts
 Vocal Music/Inst. Music
 Vocal Music/Visual Arts
 Visual Art/Inst. Music