

# Claude Watson School for the Arts 2020 Audition Process

---

In early 2021, Claude Watson School for the Arts will be auditioning over 600 candidates for September 2021 enrollment. Currently we have 60 vacancies for Grade 4. Currently, we do not have any vacancies for Grades 5, 6, 7 or 8; however, that could change later in the year. Annually, CWSA admits a small number of students in the older grades.

Each student auditioning for a position at Claude Watson School for the Arts will be evaluated in dance, drama, music and visual arts. During a half day audition event, students will have approximately 50 minutes in each of the arts area. In each case, highly qualified CWSA staff will teach a mini lesson to all of the candidates. Candidates will then be presented with a task based on the lesson. Teachers will score each candidate based upon rubrics that have been created.

The staff at CWSA has carefully created rubrics for each task based upon the achievement chart of the Ontario Arts Curriculum (The Ontario Curriculum Grades 1-8: The Arts – 2009 -Pages 34 and 35). Tasks will change based on the age of the children and tasks will change from year to year.

The audition process is different depending on the age of the candidate. Students currently in grade 3 will be required to attend one half day audition session. This session will be divided amongst the four arts areas.

When auditions have been completed each candidate will be given a score. Each of the four arts areas will be given equal weighting in the creation of the final score. Offer of admissions to Claude Watson School for the Arts will be made based upon the audition score and an evaluation of the complete application package.

On the following pages we have provided examples of generic rubrics used in each of the four arts areas. Assessment rubrics used during the audition will be more detailed as they will pertain to the specific tasks that are not being published. All students auditioning for a particular grade will participate in the same tasks and will be assessed using the same rubrics.

# The Dance Rubric

Criteria	Level 1			Level 2			Level 3			Level 4		
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Communication</b> → Explores the forms and styles of dance (ability to reproduce a specific movement or dance phrases using the elements of dance)	✓ Demonstrates <i>limited listening and observation skills</i>	✓ Demonstrates <i>limited ability to recognize and remember step combinations</i>	✓ Demonstrates <i>limited originality and ability when collaborating with group members to create a dance</i>	✓ Demonstrated <i>some listening and observation skills</i>	✓ Demonstrates <i>some ability to recognize and remember step combinations</i>	✓ Demonstrates <i>some originality and ability when collaborating with group members to create a dance</i>	✓ Demonstrates <i>considerable listening and observation skills</i>	✓ Demonstrates a <i>considerable ability to recognize and remember step combinations</i>	✓ Demonstrates <i>considerable originality and ability when collaborating with group members to create a dance</i>	✓ Demonstrates a <i>high degree of listening and observation skills</i>	✓ Demonstrates a <i>high degree of effectiveness when recognizing and remembering step combinations</i>	✓ Demonstrates a <i>high degree of originality and ability when collaborating with group members to create a dance</i>
<b>Application</b> → Awareness of Space, Time and Energy  → Body Actions (Use of full body: head, shoulders, hips, ribs) and locomotor movement	✓ Demonstrates <i>limited grace, fluidity and ease of movement</i>	✓ Demonstrates <i>limited coordination, musicality and spatial awareness</i>	✓ Demonstrates <i>limited ability to collaborate with others in the creative process</i>	✓ Demonstrated <i>some grace, fluidity and ease of movement</i>	✓ Demonstrates <i>some coordination, musicality and spatial awareness</i>	✓ Demonstrates <i>some ability to collaborate with others in the creative process</i>	✓ Demonstrates <i>considerable grace, fluidity and ease of movement</i>	✓ Demonstrates <i>considerable coordination, musicality and spatial awareness</i>	✓ Demonstrates <i>considerable originality and ability when collaborating with group members to create a dance</i>	✓ Demonstrates a <i>high degree of grace, fluidity and ease of movement</i>	✓ Demonstrates a <i>high degree of coordination, musicality and spatial awareness</i>	✓ Demonstrates a <i>high degree of effectiveness when collaborating with others in the creative process</i>
<b>Thinking</b> → Follows the creative process using the elements of movement to create a group dance	✓ Demonstrates <i>limited originality and ability when collaborating with group members to create a dance</i>	✓ Demonstrates <i>limited ability to collaborate with others in the creative process</i>	✓ Demonstrates <i>limited ability to collaborate with others in the creative process</i>	✓ Demonstrates <i>some originality and ability when collaborating with group members to create a dance</i>	✓ Demonstrates <i>some ability to collaborate with others in the creative process</i>	✓ Demonstrates <i>some ability to collaborate with others in the creative process</i>	✓ Demonstrates <i>considerable originality and ability when collaborating with group members to create a dance</i>	✓ Demonstrates a <i>considerable ability to collaborate with others in the creative process</i>	✓ Demonstrates <i>considerable originality and ability when collaborating with group members to create a dance</i>	✓ Demonstrates a <i>high degree of originality and ability when collaborating with group members to create a dance</i>	✓ Demonstrates a <i>high degree of effectiveness when collaborating with others in the creative process</i>	✓ Demonstrates a <i>high degree of effectiveness when collaborating with others in the creative process</i>



# The Music Rubric

Criteria	Level 1			Level 2			Level 3			Level 4		
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Communication</b> → Creating using Oral and Listening Skills	✓ Singing and moving in canon <i>with limited accuracy</i>			✓ Singing and moving in canon with <i>some accuracy</i>			✓ Singing and moving in canon with <i>considerable accuracy</i>			✓ Singing and moving in canon with a <i>high degree of accuracy</i>		
	✓ Sings in tune with <i>limited accuracy</i>			✓ Sings in tune with <i>some accuracy</i>			✓ Sings in tune with <i>considerable accuracy</i>			✓ Sings in tune with a <i>high degree of accuracy</i>		
<b>Application</b> → Rhythmic Skills → Performing for a purpose	✓ Demonstrates the application of beat and rhythms <i>with limited effectiveness</i>			✓ Demonstrates the application of beat and rhythm with <i>some effectiveness</i>			✓ Demonstrates the application of beat and rhythm with <i>considerable effectiveness</i>			✓ Demonstrates the application of beat and rhythm with a <i>high degree of effectiveness</i>		
<b>Thinking</b> → Independent work → Collaborative work → Creative Process	✓ Demonstrates a <i>limited understanding</i> of the creative music process			✓ Demonstrates <i>some Understanding</i> of the creative music process			✓ Demonstrates a <i>considerable understanding</i> of the creative music			✓ Demonstrates a <i>high degree of understanding</i> of the creative process		

# The Visual Arts Rubric

Criteria	Level 1			Level 2			Level 3			Level 4		
	1	2	3	4	5	6	7	8	9	10	11	12
<b>Communication</b> → expression of ideas and feelings  → artistic choices and how theme or inspiration is interpreted	✓ Uses communication skills with <i>limited effectiveness</i>			✓ Uses communication skills with <i>some effectiveness</i>			✓ Uses communication skills with <i>considerable effectiveness</i>			✓ Uses communication skills with a <i>high degree of effectiveness</i>		
<b>Application</b> → exploration of various materials and application of knowledge, skills, and techniques  → application of elements and principles of design	✓ Uses application skills with <i>limited effectiveness</i>			✓ Uses application skills with <i>some effectiveness</i>			✓ Uses application skills with <i>considerable effectiveness</i>			✓ Uses application skills with a <i>high degree of effectiveness</i>		
<b>Thinking</b> → follows creative process by problem solving when generating ideas and demonstrating knowledge and skills	✓ Uses thinking skills with <i>limited effectiveness</i>			✓ Uses thinking skills with <i>some effectiveness</i>			✓ Uses thinking skills with <i>considerable effectiveness</i>			✓ Uses thinking skills with a <i>high degree of effectiveness</i>		