

**2024 - 2025**

# **Fine Arts Academy Handbook**

**Travis Brunner**  
Principal

**Annie Reeves**  
Academy Clerk  
[ariann.t.revees@austinsd.org](mailto:ariann.t.revees@austinsd.org)  
(512) 414-3217 x27435

6201 Wynona Avenue | Austin, Texas 78757  
(512) 414-3217 | fax (512) 467-6862

[lamar.austinschools.org](http://lamar.austinschools.org)

AUSTIN INDEPENDENT SCHOOL DISTRICT

***\*\*This manual is specific to the expectations of Lamar Middle School Fine Arts Academy. Please refer to the AISD Handbook for all district policies that will also be enforced on our campus.\*\**** This handbook contains critical information concerning academy requirements and policies. Please read this handbook thoroughly and keep the information for future reference. *Disclaimer: This handbook is a living document. Unfortunately, not all situations that arise can be anticipated or accounted for in the handbook. Should events occur that are not covered in this handbook, they will be reviewed on a case by case basis by the administration, strand directors as well as the fine arts clerk, and will be dealt with according to what is fair and just. Furthermore, Lamar Middle School reserves the right to alter the rules according to the situation, at any time.*

# Lamar Fine Arts Academy Application Calendar

Saturday September 23rd, 2023	AISD School Showcase 9 am-12pm, Palmer Events Center
Wednesday November 8th, 2023	The <a href="#">Enroll Austin</a> <b>Priority Registration application will open*</b> . This will include registration for neighborhood schools, submissions for application-based programs and transfers. <a href="#">Enroll Austin FAQ's</a> .
Saturday November 11, 2023	Lamar Fine Arts Academy Information Sessions (at LMS) Session 1: 9:30 a.m. - 10:30 a.m.   Session 2: 11:00 a.m. - 12:00 p.m. No sign up required - feel free to attend either or both! <i>Parents and Students may attend both sessions to find out about two different majors, <b>however, you can only apply for one.</b></i>
Tuesday February 6, 2024	The Enroll Austin <b>Priority Registration application will close</b> . Registration for neighborhood schools, submission for application-based programs* and transfers are due on this date to be considered in the Priority Registration assignment process. <b>Applicants must have completed and submitted all application requirements. Lamar FAA Applications Due</b>
Saturday February 17, 2024	<b>FAA Auditions/Interviews @ Lamar MS 9:00 a.m. - 3:00 p.m.</b> As applications to Lamar FAA are received, audition times will be emailed to applicants – make sure you are checking the email address you provided in Enroll Austin.
Tuesday March 5th, 2024	All applicants will be notified of the <b>results of Priority Registration*</b> of the Enroll Austin process, including Pre-K students. <b>This will include decisions from application-based programs.</b> <b>*Please note there is no appeals process</b>
Tuesday March 26, 2024	<b>Annual Forms must be completed for students that received a seat confirmation during Priority Registration.</b>
AISD Transfers	<b>Please Note:</b> Once you accept this offer, we take care of your AISD transfer. You do not need to do anything else(except live in the AISD attendance zone). We handle the transfer, but transportation to and from school is your responsibility. <b>AISD does not provide bus service for LFAA students who live outside Lamar's attendance zone.</b>

Saturday March 23, 2024	<h2>Lamar Signing Day!!</h2> <p>Come to Lamar Cafeteria and Celebrate by signing your acceptance into the Fine Arts Academy. Meet the Booster clubs and sign off on your Handbook.</p>
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## **Lamar Fine Arts Academy Overview**

Thank you for your interest in the Lamar Middle School & Fine Arts Academy. Lamar Fine Arts Academy is Austin ISD's top choice for middle school fine arts as we strive to provide every student with a fulfilling and all-encompassing middle school experience that nurtures the whole child. In short, our academic programs are comprehensive and rigorous, our athletic programs are dynamic, our parent and community involvement is flourishing, and most importantly, our student body is happy. We are Lamar!

The Fine Arts Academy (FAA) at Lamar Middle School is pleased to provide an inspiring and robust program for students across Austin ISD for the purpose of pursuing an accelerated arts curriculum as fine arts majors. Lamar FAA offers its students meaningful and enriching opportunities in the areas of Band, Orchestra, Classical Guitar, Choir, Dance, Theatre Arts, Visual Arts, and Digital Arts & Media. Lamar FAA attracts a diverse student body from across the city, including students from private, charter, and parochial schools. Although Lamar Middle School is the primary feeder for McCallum High School and Fine Arts Academy, our FAA students must apply for admission into McCallum's FAA.

At Lamar Middle School all students have access to all fine arts programs; however, only students accepted into the FAA are assured a seat in the class of their major. Additionally, every effort is made to honor an FAA student's preferred fine arts course requests. In the event a requested course is overenrolled, the following process will be used to prioritize which students will be removed from the class: (1) the course was not listed as a high preference on the student's choice sheet; (2) the student failed the course in a previous middle school grade level; (3) the course teacher has followed school and district policy and can show that the student should not retake it (i.e. behavior related).

The Lamar Fine Arts Academy accepts students at 6th, 7th, and 8th grades. Students remain FAA members for their entire middle school career unless they are removed from the program or leave of their own volition.

### **Important Notes about Transfers**

A Fine Arts Academy transfer is a priority curriculum transfer and can be honored from any residential address inside Austin ISD's boundary. This transfer replaces any other type of transfer (i.e. employee transfer, general transfer). Lamar is frozen to all transfers except fine arts academy, dual language, and employee. Students that can attend Lamar through a priority transfer should secure that transfer during the January timeframe. Those students trying to attend Lamar through a Fine Arts Academy transfer must complete the Fine Arts Academy application process and be accepted to the Fine Arts Academy.

***If you submit a transfer request for a priority or general transfer prior to applying to this program, acceptance into this program will supersede an approved priority or general transfer.***

Please see the transfer website for additional information: <https://www.austinisd.org/transfer>

**TRANSPORTATION TO AND FROM LAMAR FOR STUDENTS OUTSIDE OF THE LAMAR ATTENDANCE ZONE IS NOT PROVIDED BY AISD**

All families must show proof of residence in AISD boundaries within 45 calendar days of the application deadline. Residence within district boundaries must be maintained in order to remain in a magnet program. If a student moves out of the district while attending a magnet program, the student will be allowed to finish the current semester in the magnet program but will be required to attend their home school the following semester. Principals and directors of a magnet or performance-based application program may request proof of residence at any time.

You can check if your address falls into AISD boundaries here: <https://www.austinisd.org/school-fin>

## **Audition Information**

Auditions will be granted to all students who submitted a completed application through [Enroll Austin](#) by **February 6, 2024**. Auditions will be conducted **Saturday, February 17, 2024**. Students who have completed and submitted the AISD Middle School Enroll Austin application by February 6, 2024, will be notified by email (to the email address on the application) of their audition time before February 15, 2024. The student will be assigned a time for their audition. Auditions last between one and three hours. If you cannot make the assigned time given you can contact the Fine Arts Clerk for an alternate time contingent on the circumstance [ariann.t.reeves@austinisd.com](mailto:ariann.t.reeves@austinisd.com).

***Special education and 504 students requesting IEP accommodations for their audition, must email a copy of the accommodations page(s) to the Lamar Fine Arts Academy office at [ariann.t.reeves@austinisd.org](mailto:ariann.t.reeves@austinisd.org) by February 6, 2023. Accommodations may affect audition times. If we do not receive the requested information, then no accommodations will be given.***

Audition information for each major can be found in the next section of this handbook. Please look at your major of interest's audition process and rubric to prepare for your audition.

**Students recommended by their auditioning teacher must also meet the following criteria in order to gain acceptance into the FAA:**

- **Must have passed all classes at each grading cycle for the previous and current school year**
- **Met the daily attendance requirement of at least 90% for the previous and current school year**
- **Had no serious or persistent misbehavior for the previous or current school year**

## **Change of Majors & FastPass**

At the **end of a student's 6th grade year**, if they meet the requirements for their current major, and also meet the requirements needed for the major they are switching to, then they can switch majors. See the FAA Clerk during the month of May to collect and complete the request to change majors. **The form must be approved by the current major director and the prospective major director. Students on probation or failing to satisfy their major requirements may not be allowed to switch majors.**

**Lamar students not in the academy may FastPass upon approval from their major of choice's director and completion of the FastPass form.** Students interested in fast-passing may request a form from the major's director.

## **Withdrawal from Academy**

A student that wishes to leave the Fine Arts Academy will need to complete a withdrawal form with permission from a parent/guardian. It is the student's responsibility to notify and secure a signature from their major's director in order to complete and process the form. The FAA Clerk will be the point of contact in the case a conference to discuss the withdrawal is requested by any involved party member.

**If the student is on an FAA transfer and withdraws from the Academy, he/she will return to their home school at the end of that semester. Students who choose to withdraw from the Academy may not reapply at a later time nor come back in through a Fast Pass.**

## **Removal from Academy**

A Fine Arts Academy student will be placed on probation at any time for one or more of the following reasons: lack of academic achievement (end of each grading cycle); excessive absences/truancy issues; failure to abide by the [student code of conduct](#) (serious or persistent misbehavior); failure to meet the requirements of the fine arts major in which the student is a major. **A Referral to ALC ( Alternative Learning Center) is an automatic removal from the Fine Arts Academy. If you are a transfer student, then you will return to your home campus at the end of the semester in which the referral occurs.**

Students that are placed on probation more than twice in a school year may be removed from the Academy. In the case of a student being placed on probation, the FAA clerk will serve as the point of contact for all parties and will collaborate with the student, parent, major director, counselor, and administrator according to the removal process as described in this handbook. The probation/removal process will go as follows:

PROBATION: The Fine Arts Academy clerk will provide the student and the parent/guardian with a probationary letter indicating that the student does not fulfill one or more of the requirements. This letter will describe the conditions that must be met during the probationary period to remain in the Fine Arts Academy. The FAA clerk, respective major director, and the student will sign the probationary letter, after which the student will be provided a copy to be sent home for a parent/guardian signature. If the letter is not signed and returned, the FAA clerk will attempt to contact the parent/guardian. Probation or dismissal will continue even without the signature of the parent/guardian. At the end of the probationary period, the FAA clerk will notify the student and parent/guardian of the student's FAA program status.

- Students that meet the probationary requirements will return to good standing and a status letter will be delivered to the student and parent/guardian.
- Students that fail to meet the probationary requirements will be removed from the FAA and a status letter will be delivered to the student and parent/guardian.
- In the case of a curriculum transfer to a magnet program or a curriculum program that requires admission through an application process, if the student withdraws or is removed from the program, he or she must return to his or her home campus at the end of that semester.

## **Student Code of Conduct & Behavior Expectations**

While all AISD students are expected to abide by the [student code of conduct](#), repeated or serious violations can result in probationary action and, if not remediated, dismissal from the academy. FAA students are often publicly-facing for district-wide performances and beyond, and are expected to be representative of Lamar Middle School, as well as of the district as a whole.

Unacceptable behaviors that could result in immediate dismissal from the Fine Arts Academy:

- Removal to a Disciplinary Alternative Education Program such as Alternative Learning Center (ALC) or JJAEP. Any behavior that would be grounds for expulsion from Lamar Middle School or AISD is similarly subject to dismissal from the Fine Arts Academy.
- Any infraction that involves physical or sexual violence and/or the threat of violence, including (but not limited to) fighting and sexual harassment.
- Removal from the Fine Arts Academy for disciplinary reasons is subject to Lamar MS administration's discretion. Severity, frequency, and intent, as well as the behavior's impact to the Lamar, AISD, and Austin communities at-large are all factors when considering removal from the FAA.

For less serious infractions, the administration reserves the right to decide on the disciplinary consequences, including and up to probation, with consideration to history, offense, and keeping the campus a safe and inclusive environment.

## **Requirements for All FAA Majors**

All fine arts academy students must meet the following requirements to remain in good standing:

- **Students must have at least a 70 in all classes and an 80 in their major for each grading cycle**
- **Maintain acceptable daily attendance (at least 90% excused and unexcused)**
- **Abide by the student code of conduct (i.e. avoid serious or persistent misbehavior)**
- **Year-long enrollment in a course(s) for your major**
- **Attend one Fine Art performance/event per semester (performances/events in which you are participating in *do not* count).**
- **Meet the additional requirements, as listed below, for your Fine Arts Academy major**

## **Additional Requirements by Major**

**(\*\*IMPORTANT NOTE: THE CREATIVE WRITING PROGRAM WILL NOT BE ACCEPTING NEW MAJORS FOR 2024-25\*\*)**

Band	<ul style="list-style-type: none"> <li>● Perform in all band concerts as required by course/level</li> <li>● Prepare TMEA Region Band music each year (2nd and 3rd year band students)</li> <li>● Perform an accompanied solo at Band Solo and Ensemble each year (Spring Semester)</li> </ul>
Choir	<ul style="list-style-type: none"> <li>● Participation in All-City Honor Choir (6th Grade year Only)</li> <li>● Enrollment in UIL competing ensemble as eligible</li> <li>● Participate in Choir UIL Solo and Ensemble (7th and 8th-grade years)</li> <li>● Audition for TMEA Region Choir (7th and 8th-grade years)</li> </ul>
Classical Guitar	<ul style="list-style-type: none"> <li>● Perform a solo at Classical Guitar Solo and Ensemble each year</li> </ul>
Creative Writing	<ul style="list-style-type: none"> <li>● Submission to one writing competition each year; options vary each year, but may include: Vision and Voice Poetry Competition (grades 6-8), Playwrights for Change (grades 7 &amp; 8), Scholastic Arts and Writing Awards (grades 7 &amp; 8), Do the Write Thing (8th).</li> <li>● Submission to <i>Muse</i> (Lamar's literary magazine) each year</li> </ul>
Dance	<ul style="list-style-type: none"> <li>● Perform in all dance productions.</li> </ul>
Digital Arts & Media	<ul style="list-style-type: none"> <li>● Submissions to one Digital Media competition each year; options vary each year</li> <li>● Engage with the digital arts outside of school and write a one page reflection (1 per semester)</li> </ul>
Orchestra	<ul style="list-style-type: none"> <li>● Perform a solo at Orchestra Solo and Ensemble each year</li> <li>● 8th Grade majors prepare Region 18 Orchestra audition music and participate in the Region 18 Orchestra Audition</li> </ul>
Theatre Arts	<ul style="list-style-type: none"> <li>● Perform in all Showcases (SPOTLIGHT - Will perform &amp; compete in UIL OAP)</li> <li>● Audition for Fall and Spring Plays</li> </ul>
Technical Theatre	<ul style="list-style-type: none"> <li>● Must sign up and work a position for 2 shows (any fine arts performance)</li> <li>● Create &amp; Build Tech portfolio</li> <li>● Audition/Apply for School Musical</li> </ul>
Visual Arts	<ul style="list-style-type: none"> <li>● Participate in middle school Visual Arts Scholastic Event (Jr. VASE) each year</li> <li>● Participate in the Spring Arts Festival each year</li> <li>● Attend all open studios once a month.</li> <li>● Attend meetings once a month.</li> <li>● Build an art portfolio.</li> </ul>

***A good faith effort to resolve requirement conflicts in advance must be made in collaboration with the director of the student's major to avoid being placed on probation or removal from the Academy.***



# Lamar Fine Arts Academy Majors

## Department & Audition Information

*Band*

*Choir*

*Classical Guitar*

*Creative Writing\**

*Dance*

*Digital Arts & Media*

*Orchestra*

*Theatre Arts*

*Technical Theatre*

*Visual Arts*

***\*Creative Writing is CLOSED TO NEW MAJORS FOR THE 2024-25  
ACADEMIC YEAR. CW courses are still open to all students!***

# Band

<https://scottieband.org>

The mission of the Lamar Middle School band program in Austin, Texas is to provide students with an enriching musical experience: to facilitate students in developing a level of musical growth that will enhance their quality of life and enable them to become lifelong advocates of music.

## Courses

**Beginning Band** - The beginning band primarily consists of 6th graders and first year musicians (7th and 8th graders). All band members begin with this course, unless they audition out, in order to learn to read music, understand rehearsal and concert etiquette, and understand how to practice and perform their instruments. This band has a winter and spring concert plus a spring trip in May.

**Symphonic Winds** - Also known as the intermediate or non-varsity band. This band participates in pep band, fall concert, winter concert, spring concert, UIL Concert and Sight-reading, and competes in local festivals in the state..

**Wind Ensemble**- Also known as the advanced or varsity band. This band participates in pep band, fall concert, winter concert, spring concert, UIL Concert and Sight-reading, and represents Lamar at the highest levels of competition.

**Jazz Factory** - The Jazz Factory is a nationally recognized performing ensemble consisting of saxophones, trumpets, trombones, guitar, bass, piano, drum set, auxiliary percussion, and a vocalist. You must be concurrently enrolled in Symphonic Winds or Wind Ensemble. Members of the rhythm section (guitar, bass, piano) are not required to be in one of the aforementioned concert groups. The vocalist is required to be in either band or choir.

## Auditions

Incoming students that **do not** play a band instrument must bring an instrument of their choice (i.e. recorder, piano, snare drum, etc.). Students must be prepared to perform a 14 measure solo of their choice. If you need assistance selecting those 14 measures, please contact Luis Corpus (Director of Bands).

Incoming students that **do** play a band instrument (flute, clarinet, saxophone, horn, trumpet, trombone, baritone, tuba, percussion) must be prepared to play the excerpt attached to the Band Audition Rubric and 3 Concert Major Scales: F, Bb, Eb or Ab, and chromatic. Please ask your current Band Director/Private Tutor for help.

## Band Handbook

The Lamar MS Band has a handbook that states the additional requirements and expectations for each member. [Click here to view the handbook.](#)

For additional information, please do not hesitate to call the Lamar Band Faculty:

**Luis Corpus**, Director of Bands - [luis.corpus@austinisd.org](mailto:luis.corpus@austinisd.org) - (512)-414-4549

**Thea Kilbane**, Associate Director - [thea.kilbane@austinisd.org](mailto:thea.kilbane@austinisd.org) - (512)-841-2025

# Band Audition Rubric

Student: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Audition #: \_\_\_\_\_

Audition criteria – Prepare a solo with sheet music (minimum 14 measures). Incoming students that already play a band instrument – be prepared to play an excerpt (music listed below for each instrument) and 3 concert major scales: F, Bb, Eb, Ab.	Score
<b>Tone quality –</b> <b>4 points:</b> Characteristic, supported <b>3 points:</b> Characteristic <b>2 points:</b> Uncharacteristic at times <b>1 point:</b> Often loses focus or support	
<b>Notes and intonation –</b> <b>4 points:</b> Notes are accurate, good intonation <b>3 points:</b> 2 notes missed. Acceptable intonation <b>2 points:</b> 3-4 notes missed, predictable intonation problems <b>1 point:</b> Several notes, or key signature missed, Serious intonation problems	
<b>Technical Facility and Articulation –</b> <b>4 points:</b> Fingers move smoothly and easily. Articulation is clean/accurate and sustains great tone quality throughout performance. <b>3 points:</b> Minor fingering glitches. Articulation accurate but muddy at times <b>2 points:</b> Fingers move less easily in outer registers. Fingers and tonguing not accurate <b>1 point:</b> Major glitches in fingering patterns. Articulation inaccurate.	
<b>Pulse and Rhythm –</b> <b>4 points:</b> Maintains a steady pulse. Rhythms are accurate and even. <b>3 points:</b> Maintains a steady pulse. 1 rhythm misplayed. <b>2 points:</b> Pulse not steady. 1 rhythm repeatedly missed. <b>1 point:</b> Pulse not steady, 2+ rhythm patterns missed. Constantly restarting sections.	
<b>Phrasing –</b> <b>4 points:</b> Gives shape to phrases, breathes in musically appropriate places. Has clear understandings of dynamics and musical terminology (i.e. cedez, molto, cresc. etc.) <b>3 points:</b> Conveys a sense of phrases, breathes in musically appropriate places. <b>2 points:</b> Limited organization of music into phrases, breathes as needed. <b>1 point:</b> Notes not organized into phrases, breathes as needed	
<b>Musicianship –</b> <b>4 points:</b> Appropriate tempo established, appropriate style conveyed, a high level of emotional involvement. <b>3 points:</b> Appropriate tempo established, appropriate style not maintained, emotional involvement recognizable. <b>2 points:</b> Appropriate tempo not maintained, inappropriate style established, limited emotional involvement. <b>1 point:</b> Appropriate tempo not established, no obvious attention to musical style, emotional involvement not apparent	
<p style="text-align: right;"><b>Audition Total (out of 24 possible points):</b></p>	

Evaluator Initials: \_\_\_\_\_ Recommended level: \_\_\_\_\_ Instrument: \_\_\_\_\_

<p style="text-align: center;"><b>TOTAL POINTS</b></p> <p><b>Audition (75%) _____ + Report Card/Teacher Recommendations (25%) _____</b></p>	
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Overall Rank: \_\_\_\_\_

## Flute/Oboe

Excerpt #2 ♩=150 (♩.=50)

*f* *p*  
*p* *f* *ritardando*

## Clarinet / Trumpet / Horn

Excerpt #2 ♩=150 (♩.=50)

*f* *p*  
*p* *f* *ritardando*

## Saxophone

Excerpt #2 ♩=150 (♩.=50)

*f* *p*  
*p* *f* *ritardando*

## Trombone / Baritone / Bassoon

Excerpt #2 ♩=150 (♩.=50)

*f* *p*  
*p* *f* *ritardando*

## Tuba

Excerpt #2 ♩=150 (♩.=50)

9

*f* *p*

*p* *f* *ritardando*

## Percussion - Mallets

Excerpt #2 ♩=150 (♩.=50)

9

*f* *p*

*p* *f* *ritardando*

## Percussion - Snare

Excerpt #4  
Snare Drum ♩ = 100-112

5

*f* *p*

*ff* *p*

# Choir

[www.lamarchoir.com](http://www.lamarchoir.com)

The purpose of Lamar Choir is to provide students with an opportunity for cultural experience and musical growth through performance, study, and analysis.

## Courses

**Beginning 6th Grade Treble Choir - “Purple Pups”** - Beginning choir class consisting of 6th-grade boys and girls that focuses on music theory, sight reading, and beginning choir repertoire. The students will perform in at least 2 concerts. 6th grade choir majors are required to participate in All-City Honor Choir.

**Intermediate Treble Choir - “Doggie Dames”** - Consisting of 7th and 8th grade treble singers, this non-auditioned choir will have a focus on repertoire, vocal and choral technique, while continuing their curriculum from Beginning Choir. These students have the opportunity to participate in TMEA All-Region Choir, Solo and Ensemble, and the UIL Concert & Sight-Reading Evaluation. The students will perform in at least 3 concerts.

**Tenor/Bass Choir - “Top Dawgs”** - intermediate tenor/bass choir consisting of 7th, and 8th-grade tenor/bass singers, which will have a focus on repertoire, and vocal and choral technique, while continuing their curriculum from the Beginning Choir. Students will perform in at least four scheduled concerts and sometimes combine with the Scottie Singers for a mixed choral sound. These students have the opportunity to participate in TMEA All-Region Choir, Solo and Ensemble, and the UIL Concert & Sight-Reading Evaluation. The students will perform in at least 4 concerts.

**Advanced Treble Choir - “Scottie Singers”** - Scottie Singers consists of a very select group of 6th, 7th, and 8th-grade treble singers selected through an audition process during the previous year. These students will work on advanced repertoire and choral technique. These students are required to participate in TMEA All-Region Choir, Solo and Ensemble, and the UIL Concert & Sight-Reading Evaluation. The students will perform in at least 4 concerts. 6th grade treble singers will only be considered for this choir through their audition for the Fine Arts Academy or by private audition scheduled with Mrs. Kennell.

**NEW! Beginning 7th & 8th Grade Treble Choir “Canine Chorale”** - Beginning choir class consisting of 7th & 8th grade treble singers. This Beginning choir class focuses on music theory, sight reading, and beginning choir repertoire. The students will perform in at least 2 concerts.

## Auditions

All students auditioning for the Choir Major will be asked to sing the first verse of “America (My Country ‘Tis of Thee)” or another folk song from the “[Kodály in the Fifth Grade Classroom](#)” Sequence (p.19-22), such as “ Scarborough Fair” or “Shady Grove” (student’s choice). Sheet music for “America (My Country ‘Tis of Thee)”, select [Kodály in the Fifth Grade Classroom](#) songs and practice tracks can be found at [www.lamarchoir.com](http://www.lamarchoir.com). Further, students will be asked to sight-read an 8-measure excerpt of music in the key of C Major or F Major (student’s choice). Students will demonstrate their vocal ability (range, tone, pitch) through vocalization exercises and pitch matching exercises. To prepare for your audition please visit the choir website: [www.lamarchoir.com/audition-requirements-2324](http://www.lamarchoir.com/audition-requirements-2324).

For additional information, please do not hesitate to email the Lamar Choir Faculty:

**Michel Kennell**, Choir Director - [michel.kennell@austinisd.org](mailto:michel.kennell@austinisd.org)

# Choir Audition Rubric

Student: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Audition #: \_\_\_\_\_

Audition criteria – All students will do vocal warm-ups, pitch matching, an 8-measure sight-reading exercise and a choice of singing the first verse of “America (My Country ‘Tis of Thee)” <u>-OR-</u> another folks song from the “Kodály in the Fifth Grade Classroom” Sequence, such as “ Scarborough Fair” or “Shady Grove”	Score
<b>Tone</b> 4 points – Consistently focused, clear and centered throughout the range of the voice. Tone will blend well with others. 3 points – Tone is focused, clear and centered throughout the normal singing range. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance. Tone blends well with others. 2 points – Tone is more sometimes focused, clear and centered. Extremes in range are sometimes uncontrolled. Tone might not blend well with others. Occasionally the tone quality will detract from the performance. 1 point – Tone is rarely focused, clear and centered, and often the tone is uncontrolled in the normal singing range. Extremes in range are usually uncontrolled. Tone will probably not blend well with others. Frequently the tone quality will detract from the overall performance.	
<b>Note accuracy - Pitch Matching</b> 4 points – Very well prepared. Pitch without fault throughout the entire performance. 3 points – Infrequent errors. Most notes, rhythms, and intervals are sung accurately. Pulse is mostly consistent and appropriate. 2 points – Occasional errors. Notes, rhythms, and pulse are occasionally inaccurate. 1 point – Poorly prepared. More frequent errors. Notes, rhythms, and pulse may be inconsistent.	
<b>Diction - Song of Choice</b> 4 points – Excellent diction through the entire performance. Words are consistently clear. Pronunciation is correct. 3 points – Excellent diction most of the time. Few consonants are not clear. Pronunciation of language pieces is mostly correct. 2 points – Diction is good but not consistent. Many consonants are unclear. Pronunciation of language pieces is mostly correct. 1 point – Inconsistent throughout the performance. Consonants are unclear. Pronunciation is incorrect.	
<b>Intonation - Song of Choice</b> 4 points – Sings on pitch consistently. Pitch is accurate and secure. 3 points – An occasional isolated error, but most of the time pitch is accurate and secure. 2 points – Some sense of intonation but with significant breath support problems, Pitch adjustment skills are not developed. 1 point – Some accurate pitches, but there are frequent and/or repeated errors or scooping.	
<b>Musicality - Song of Choice</b> 4 points – Very musical performance. Performed with good phrasing and dynamics. 3 points – Generally high-quality musical performance. Phrasing was somewhat present. Breaths did not detract from the performance. Tempo was appropriate. 2 points – Stylistically accurate some of the time. Some passages lack interpretation and detract from the performance. Musical phrasing has some problems. 1 point – Somewhat musical performance. Tempo was a bit awkward. Breaths were occasionally taken at inappropriate places.	
<b>Sight Reading</b> 4 points – Read all measures with fluency and accuracy 3 points – Read most measures with fluency and accuracy 2 points – Read some measures with fluency and accuracy 1 point – Read few to no measures with fluency and accuracy	
<b>Audition Total (out of 24 possible points):</b>	

- Evaluator Initials: \_\_\_\_\_ Recommended level: Purple Pups Canine Chorale Top Dawgs  
Doggie Dames Scottie Singers

<b>TOTAL POINTS</b> <b>Audition (75%) _____ + Report Card/Teacher Recommendations (25%) _____</b>	
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Overall Rank: \_\_\_\_\_

# Classical Guitar

[www.lamarmiddleschool.org/classical-guitar](http://www.lamarmiddleschool.org/classical-guitar)

1. **Performance/Practice:** To develop skills and practice habits in guitar playing in order to perform expressively with beautiful tone, rhythm, phrasing, articulation, dynamics, style, and intonation.
2. **Listening:** To become sensitive listeners and to describe music intelligently through words.
3. **Musicianship:** To understand musical structures and ideas including but not limited to notation, theory, and music in relation to history and culture.
4. **General Procedures:** Follow daily rehearsal procedures. Attend all performance obligations listed in the school instrumental music calendar. Meet individual responsibilities for the care and maintenance of his/her instrument and music.

## Courses

**Beginning Classical Guitar:** The primary focus of this ensemble is for players to develop correct technique and advance their ability to express themselves musically. The goal of the ensemble is to prepare students to play in the Intermediate Classical Guitar Ensemble.

**Intermediate Classical Guitar:** The intermediate classical guitar ensemble focuses on further developing the necessary skills for music making such as physical technique and music reading while playing an increasingly complex repertoire beautifully and expressively.

**Advanced Classical Guitar:** This performing ensemble contains the top classical guitar players at Lamar Fine Arts Academy. The ensemble studies challenging pieces requiring high degrees of independence from all musicians. This group will represent Lamar Fine Arts Academy at the UIL Concert and Sightreading Festival. They will be the representative ensemble for ALL AISD and Austin Classical Guitar (ACG) events.

## Auditions

Students who audition for the classical guitar program would preferably have previous experience with classical guitar performance and technique. Previous experience in electric guitar or other styles of playing can be considered during an audition, however music literacy and classical technique on a nylon stringed guitar is preferred. Beginning students should be prepared to play a single line melody or bass line in the first position. Intermediate students should be prepared to play a solo of similar difficulty to Pendulum Waltz by Matthew Hinsley. Advanced students should play a solo at least as difficult as Light and Dark by Matthew Hinsley. Students will also be asked to sight read a series of small music excerpts to show music literacy (provided at the time of the audition).

For additional information, please do not hesitate to contact the Lamar Classical Guitar Faculty:

**David Conger**, Director - [david.conger@austinisd.org](mailto:david.conger@austinisd.org) - 512-841-5956



# Classical Guitar Audition Rubric

Student: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Audition #: \_\_\_\_\_

<b>Part 1 - Audition criteria – audition students may use one of our guitars – Beginning students must be prepared to play a single line melody or bass line in first position. Intermediate students – a solo of similar difficulty to Pendulum Waltz by Matthew Hinsley. Advanced students – a solo at least as difficult as Light and Dark by Matthew Hinsley.</b>	<b>Score</b>
<b>Tone Quality</b> <b>4 points</b> – Clear, round and warm tone at all times <b>3 points</b> – Clear, round and warm tone most of the time <b>2 points</b> – Clear, round and warm tone some of the time <b>1 point</b> – Buzzing or snapping	
<b>Technique –</b> <b>4 points</b> – Fingers move smoothly and easily <b>3 points</b> – Minor fingering glitches <b>2 points</b> – Minor problems with hand-positions and set-up <b>1 point</b> – Major problems with hand-positions and set-up	
<b>Musicianship –</b> <b>4 points</b> – Appropriate tempo established, appropriate style conveyed, a high level of emotional involvement <b>3 points</b> – Appropriate tempo established, appropriate style not maintained, emotional involvement recognizable <b>2 points</b> – Appropriate tempo not maintained. Inappropriate style established, limited emotional involvement <b>1 point</b> – Appropriate tempo not established, no obvious attention to musical style, emotional involvement	
<b>Part 2 – Sight reading – Beginners will sight-read a single line melody within the one octave G major scale. Intermediate- a melody and a bass line that could include all notes in first position in C or G major. Advanced – a melody or simple two-voice excerpt that could include some second or third position playing keys with up to three sharps and one flat.</b>	
<b>Tone Quality</b> <b>4 points</b> – Clear, round and warm tone at all times <b>3 points</b> – Clear, round and warm tone most of the time <b>2 points</b> – Clear, round and warm tone some of the time <b>1 point</b> – Buzzing or snapping	
<b>Technique –</b> <b>4 points</b> – Fingers move smoothly and easily <b>3 points</b> – Minor fingering glitches <b>2 points</b> – Fingers move less easily in outer registers <b>1 point</b> – Major glitches in fingering patterns	
<b>Musicianship –</b> <b>4 points</b> – Appropriate tempo established, appropriate style conveyed, a high level of emotional involvement <b>3 points</b> – Appropriate tempo established, appropriate style not maintained, emotional involvement recognizable <b>2 points</b> – Appropriate tempo not maintained. Inappropriate style established, limited emotional involvement <b>1 point</b> – Appropriate tempo not established, no obvious attention to musical style, emotional involvement	
<b>Audition Total (24 possible points):</b>	

Evaluator Initials: \_\_\_\_\_

Recommended level: Beginning

Intermediate

Advanced

<b>TOTAL POINTS</b> <b>Audition (75%) _____ + Report Card/Teacher Recommendations (25%) _____</b>	
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Overall Rank: \_\_\_\_\_

## Pendulum Waltz

**Track 11**

Matthew Hinsley

Briskly  $\dot{=} 132$ 

Musical score for "The Rose Tree" in 3/4 time. The score is written for a single melodic line on a treble clef staff. The key signature has one flat (B-flat). The tempo is marked "Moderato". The score is divided into measures by bar lines. Above the staff, there are two systems of lyrics: "H.XII" and "H.XII". The first system of lyrics is "H.XII" and the second system is "H.XII". The lyrics are written in a stylized, possibly decorative, font. The score includes various musical notations such as notes, rests, and bar lines. The first system of lyrics is "H.XII" and the second system is "H.XII". The lyrics are written in a stylized, possibly decorative, font. The score includes various musical notations such as notes, rests, and bar lines.

# Creative Writing

<https://lamar.austinschools.org/creative-writing>

***\*\*CLOSED TO NEW MAJORS FOR THE 2024-25 ACADEMIC YEAR.  
CW courses are still open to all students!\*\****

The Creative Writing Program provides guidance, support and numerous opportunities for young writers. Students in the creative writing program study and create poetry, fiction, creative nonfiction, plays, and screenplays. The goal of the program is to help young writers cultivate their talents and broaden their command of the writer's craft.

The program guides students from an entry-level understanding of creative writing to a more robust building of skills in the craft during the middle year. Ultimately, eighth-graders in the program create a capstone project of a portfolio of polished pieces in Creative Writing III.

## Courses

Year 1: **Creative Writing I** (year-long) - Students experiment with a variety of genres, including short stories and poetry, in a writing workshop format.

Year 2: Choose Two (all semester-long):

**Creative Writing II** - Students write in a variety of genres to improve their craft.

**Poetry** - Students write poems, exploring various aspects of the poetic craft.

**Scriptwriting** - Students write plays, screenplays, and teleplays.

Year 3: Take remaining semester course (see Year 2), plus:

**Creative Writing III** - Students create a portfolio of polished pieces.

## Auditions

The Creative Writing program is closed to new applicants. Auditions will not be held.

For additional information, please do not hesitate to contact the Lamar Creative Writing Faculty:

**Rachel Dietz**, Director - [rachel.dietz@austinisd.org](mailto:rachel.dietz@austinisd.org)

# Dance

[www.lamardance.org](http://www.lamardance.org)

Dance education in Texas schools provides all students with the opportunity to acquire a comprehensive knowledge of dance as an art form. Students learn and refine dance skills and techniques in class and in performance, study the historical and cultural significance of dance and its evolution as an art form, and evaluate personal work and the work of others. (*Dance Curriculum Framework, Center for Educator Development in Fine Arts*)

## Courses

**MS Dance 1:** Yearlong course for PE credit that offers a broad overview. The curriculum focuses on the Elements of Dance, Ballet, World Dance, Modern, and Jazz dance. Students will learn basic skills and techniques to begin their dance education as well as dance history, vocabulary, improv, and theory. No performance is required, however, there are performance opportunities for those interested.

**MS Dance 2:** Yearlong course for PE credit, open to 7<sup>th</sup>/8<sup>th</sup> graders who have completed MS Dance 1 or dance majors of any grade level. The curriculum will focus on Ballet, Jazz, Improv, Tap, and Contemporary/Modern. No performance is required, however, there are performance opportunities for those interested.

**MS Dance 3:** Yearlong course for PE credit – instructor approval/audition required for 7<sup>th</sup>/8<sup>th</sup> graders or dance majors of any grade level. The curriculum will include Ballet, Jazz, Tap, Improv, Contemporary/Modern, Hip Hop, and Choreography/Dance Production with a required Fall and Spring show performance.

**Ballet:** Yearlong course for PE and/or Fine Art credit, open to 7<sup>th</sup>/8<sup>th</sup> graders who have completed MS Dance 1 or dance majors of any grade level. The curriculum will focus on Classical and Contemporary Ballet technique, vocabulary, and history with a required Fall and Spring show performance.

**Dance Company:** Yearlong course for PE credit with an emphasis on performance qualities – audition required for 7<sup>th</sup>/8<sup>th</sup> grade only. The curriculum will include Ballet, Jazz, Improv, Contemporary/Modern, Tap, Hip Hop, and Choreography/Dance Production with various performances throughout the school year in addition to the required Fall and Spring Concerts. This class requires early morning rehearsals twice a week starting at 7:30 am.

## Auditions

Auditions will consist of an in person workshop in which the dance directors and outgoing dance majors will lead auditioning students through a ballet barre, modern center, and jazz across-the-floor combinations. **In addition to the taught choreography, students should submit their pre-recorded solo performance with their interview questions video; no less than 45 seconds and no longer than 60 seconds.** Dancers may choose whatever style of dance and music (school appropriate) to perform for their solo. Following each performance, candidates should answer the interview questions on their recording. The workshop should last around 1.5 hours depending on the number of students auditioning. Students should wear ALL BLACK, preferably dance attire, with hair pulled back out of the face and off the neck. Please remove all jewelry prior to the audition as well.

**Part 1:** Ballet barre, modern center, and jazz across-the-floor combinations in person

**Part 2:** Video Submission due with application Solos (45-60 seconds in length) **by February 6, 2024**

**Part 3:** Video Submission with interview questions **due by February 6, 2024.**

- Choose one question to answer (What dancer inspires you most? What is your favorite style of dance and why? What do you enjoy most about dancing?) **Please email these to [ariann.t.reeves@austinisd.org](mailto:ariann.t.reeves@austinisd.org).**

For additional information, please do not hesitate to contact the Lamar Dance Faculty:

**Natalia Luna**, Director of Dance - [natalia.luna@austinisd.org](mailto:natalia.luna@austinisd.org) - 512-841-5955

**Claire Wood**, Associate Director of Dance - [claire.wood@austinisd.org](mailto:claire.wood@austinisd.org)

# Dance Audition Rubric

Student: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Audition #: \_\_\_\_\_

Ballet – Barre (Knowledge of Combination; placement and use of rotation)

1      2      3      4      5      6      7      8      9      10

Modern – Center (Knowledge of combination; Technical Ability)

1      2      3      4      5      6      7      8      9      10

Jazz – Across the Floor (Knowledge of combination; Technical Ability)

1      2      3      4      5      6      7      8      9      10

Solo performance

1      2      3      4      5      6      7      8      9      10

Overall Ability & Performance Skills (musicality; presence)

1      2      3      4      5      6      7      8      9      10

<b>Audition Total (out of 50 possible points) :</b>	
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## INTERVIEW QUESTIONS

What dancer inspires you most?

What is your favorite style of dance?

What do you enjoy most about dancing?

Evaluator Initials: \_\_\_\_\_

Recommended level: Beginning

Intermediate

Advanced

## TOTAL POINTS

<b>Audition (75%) _____ + Report Card/Teacher Recommendations (25%) _____</b>	
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Overall Rank: \_\_\_\_\_

# Digital Arts & Media

<https://lamar.austinschools.org/digital-arts-and-media>

The Digital Arts and Media program is designed to introduce students to the fundamentals of digital media creation. The program is divided into three sections, each complimenting the other. The program aims to enhance computer literacy, to analyze current and emerging technologies, and to challenge the student to produce unique and creative multimedia projects. Each course offers students the opportunity to develop as an artist while participating in the shared experience of digital production.

## Courses

**Investigating Careers: Photography I:** Students will learn all aspects of photography from setting up a shot artistically to delivering products in a competitive market. It is taught in a computer lab using appropriate software such as Pixlr. Students will be expected to develop an understanding of photography in both industry and creative arts with a focus on creating quality photographs (6th-grade only; yearlong).

**Investigating careers: Media Arts:** This course is focused on exploring multiple forms of media arts such as graphic design, photography, animation, a/v production, & more. Working with equipment & various digital applications to create original media projects. (6th-grade only; semester long)

**Web Design:** Students employ creativity and innovation to create and design websites. Students will explore web design & development through analysis of design & implementation of digital applications. Researching current technologies in web design & information literacy, practice digital citizenship, & gain in-depth understanding of web design. (7th & 8th-grade; yearlong class; HS credit).

**Principles of Art, A/V Technology, and Communication (AAVTC):** Principles of Arts and AV is the high school introduction course where students will be provided an opportunity to develop an understanding of the various and multifaceted career opportunities in Arts and AV. This course allows students to develop knowledge and skills related to information management and presentation in photography, animation, graphic design, video technology, and desktop publishing (7th & 8th-grade; yearlong class; HS credit).

**Digital Communications of the 21st Century (Yearbook):** Students will develop creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Students will both work individually & come together to make informed decisions for the school yearbook that will go out to the Lamar community. (APPLICATION ONLY; 7th & 8th-grade; yearlong class; HS credit).

**Digital Media:** Students will work through the production processes of creating original digital art works in sections of Photography, Animation, Video & Post- Production programs like Adobe. Students will learn advanced digital camera & editing skills, while learning to develop their own concepts for projects. This course allows students to develop knowledge & skills related to job-aligned skills for being an Digital artist. (8th-grade only; yearlong class; HS Credit)

<u>Digital Arts and Media - 6th Grade Options</u>	<u>Digital Arts and Media - 7th Grade Options</u>	<u>Digital Arts and Media - 8th Grade Options</u>
<ul style="list-style-type: none"><li>• Photography I</li><li>• Exploratory CTE: Media Art</li></ul>	<ul style="list-style-type: none"><li>• Principles of Art &amp; A/V*</li><li>• Web Design*</li><li>• Digital Communications of the 21st Century (yearbook)</li></ul>	<ul style="list-style-type: none"><li>• Principles of Art &amp; A/V *</li><li>• Web Design*</li><li>• Digital Media*</li><li>• Digital Communications of the 21st Century (yearbook)</li></ul>

**\*HS Credit**

# Digital Arts Auditions

## (Please read all the way through)

**There are 2 parts to the audition process.**

### **Part 1- Digital Portfolio and Student Interview:**

#### **Digital Portfolio**

Students should bring to the audition, current work (within the past year) not exceeding 2 minutes of media (video, animation, game design, etc) or a portfolio of 5 works (photographs, visual art, etc).

For Submissions, students are welcome to use any programs to create their work, as long as they can export it to be viewed. Please make sure all media are formatted correctly (see below for details) & inserted into a Google Drive folder or Google Slide that your student can access with their chromebook or personal device.

#### **Acceptable Formats:**

- JPEG/JPG
- PNG
- GIF
- MOV
- MP4
- Links to Vimeo, Youtube, or video game programs are acceptable but make sure they are ready to view.

Important notes about submissions: You are welcome to mix-n-match your portfolio with both media & photos, but do note you will only have a 10 minute audition period. You may also bring paper work like sketches that show off ideas that you can transfer when you learn digital programs.

If you have questions regarding a different format than listed above or acceptable audition pieces, please contact Ms. Godina.

#### **Student Interview**

Students will be brought in small groups, where 1 at a time students will be interviewed by one of our Digital Arts teachers (Ms. Godina or Mr. Cavasos).

Students will have an interview during the audition where they will be asked some of the questions below:

1. What work are you turning in?
2. Why did you choose this work or how does it reflect you?
3. What is something you learned while making the media?
4. What is something you would like to change or improve on?
5. Overall, how do you feel about your work and/or what do you like most about it?
6. What is something you would like for me to know that I did not ask?

### **Part 2- Mind Map**

While waiting to be interviewed, students will be given a MIND MAP to fill in (drawings or writings acceptable).

This **mind map IS a part of their graded audition (4 points)**, we will not judge based on spelling or perfection of drawing, but that the student can work independently & be able to write about their ideas.

For additional information, please do not hesitate to contact the Lamar Digital Arts & Media Faculty:

**Alissa Godina**, Digital Arts & Media Director - [alissa.godina@austinisd.org](mailto:alissa.godina@austinisd.org)

# Digital Arts and Media Audition Rubric

Student: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Audition #: \_\_\_\_\_

Portfolio audition criteria (24pts)		Score
<b>google drive: examples – film, photographs, an animation project, a digital collage, etc.</b>		
<b>Composition-</b> (Balance, Emphasis, Movement, Pattern, Repetition, Proportion, Rhythm, Unity): <b>4 points</b> –Has a good use of the principles of design and is aesthetically pleasing. <b>3 points</b> – Used some of the principles of design but they didn't add that much to your work and it is mildly aesthetically pleasing. <b>2 points</b> – Used some of your principles of design and did not work. <b>1 point</b> – These didn't really add anything to any of your work and were really not aesthetically pleasing.		
<b>Attention to Detail:</b> <b>4 points</b> – excellent attention to detail, ideas are clearly communicated, and all aspects of production support a unique project <b>3 points</b> –Good attention to detail and the artist's ideas are communicated with only one or two mistakes <b>2 points</b> –Some attention to detail. It is not entirely clear what the artist is communicating and there are more than two spelling or other composition mistakes. <b>1 point</b> – Little attention to detail and the overall work is not polished		
<b>Creativity/Originality:</b> <b>4 points</b> – Work is creative & original. Shows signs of interest in production. <b>3 points</b> – Work is fairly creative & original. Shows signs of interest in production. <b>2 points</b> – Work is somewhat creative or original. Shows some signs of interest in production. <b>1 point</b> – Work is not creative or original. Shows no interest in production		
<b>Use of Software:</b> <b>4 points</b> – Actively using at least two (2)appropriate resources (software or technology) in a way that shows <u>independent</u> use of tools. Demonstrating <u>initiative</u> to use and develop new skills to <u>complete</u> a project. <b>3 points</b> – Presented at least two (2)appropriate resources (software or technology) in a way that <u>shows use of tools</u> . Demonstrating <u>initiative</u> to use and develop new skills to <u>work on a project,even if incomplete</u> . <b>2 points</b> – Presented at least one (1)appropriate resource (software or technology) in a way that <u>shows use of tools</u> . Demonstrating <u>knowledge</u> of software to use and develop new skills to <u>work on a project,even if incomplete</u> . <b>1 point</b> – Used a tool, it was obvious that you didn't use any other area of Photoshop or Illustrator. Nothing about your piece was relevant to the assignment.		
<b>Quality of work</b> <b>4 points</b> –The artwork is reflective of a student who created work to the best of their own ability. The artwork shows successful engagement in problem-solving with the technology used. Artworks show purposeful composition and excellent design choices. Materials are used well. <b>3 points</b> – Artwork is generally strong, although there may be inconsistencies in overall quality. <b>2 points</b> – Artwork has some sense of purpose & effort but is unable to resolve design problems. <b>1 point</b> – Artwork shows little evidence of creative thinking or artistic decision-making.		
<b>Interview:</b> <b>4 points</b> – Clearly outstanding quality and creativity <b>3 points</b> – Quality exceeds expectation <b>2 points</b> – Satisfactory quality <b>1 point</b> – Quality below expectation		
<b>Mind Map Written Assessment (4pts)</b>		
<b>Mind Map</b> Students will be asked to fill in a mind map with a singular prompt. Students can draw, write, or a combination of to fill in the paper with clear ideas of what they think about Digital Arts. Students are expected to fill in the sheet with multiple drawings or ideas.		
<b>Audition Total (out of 28 possible points)</b>		

Evaluator Initials: \_\_\_\_\_

<b>TOTAL POINTS</b> <b>Audition (75%) _____ + Report Card/Teacher Recommendations (25%) _____</b>		
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Overall Rank: \_\_\_\_\_



# Orchestra

[www.LamarFineArtsAcademyOrchestra.weebly.com](http://www.LamarFineArtsAcademyOrchestra.weebly.com)

The Lamar Fine Arts Academy Orchestra program, under the direction of Erika Elder and Ricky Pringle, is an award-winning program with a long history of excellence. The Orchestra program at Lamar proudly offers students a diverse range of musical experiences and opportunities.

## Courses

**Symphony Orchestra**—This ensemble serves as our Varsity Orchestra in all competitions and represents the Orchestra program at Lamar at all showcases and other Fine Arts academy events.

**Philharmonic Orchestra** – This orchestra is made up of students who have previous experience on their instrument. Students are placed in this ensemble through a placement audition. It is the Non-Varsity Orchestra at all competitions.

**Scottie Orchestra**— This Orchestra is for beginners and no music experience is needed. This class provides the foundation for all of the other orchestras and is divided into upper and lower string classes.

## Auditions

Instrumentalists who audition for orchestra must bring their instrument and perform a prepared piece. The piece could be a solo, or music from a current orchestra, but should represent the student's current level and ability. It is not necessary to memorize the piece. The student should bring an extra copy of the piece for the director to see. The students will also be asked to play a short sight reading excerpt of written music. The sight reading excerpt will be presented to the student in the audition and will be at a level deemed appropriate by the director. Instruments include: violin, viola, cello, and double bass. Students who wish to begin learning an orchestra instrument upon entering Lamar can audition on piano.

For additional information, please do not hesitate to email the Lamar Orchestra Faculty:

**Maria Martell**, Orchestra Director - [maria.martell@austinisd.org](mailto:maria.martell@austinisd.org)

# Orchestra Audition Rubric

**Student:**

**Current Grade:**

**Audition #:**

Audition criteria – Experienced students should bring their instrument (violin, viola, cello, or bass) and play a <u>prepared piece</u> (solo or orchestra piece of choice) and a Sight Reading excerpt presented in the audition. Beginners should bring a prepared piece and should sight read on piano.	Solo Score	Sight Reading Score
<b>Posture/Position</b> <b>5 points</b> – Student demonstrates mastery of correct posture/ position. <b>4 points</b> – Student shows near mastery of posture/ position. Only minor improvements needed. <b>3 points</b> – Student shows some understanding of posture /position. Improvements needed for mastery. <b>2 points</b> - Student shows a vague grasp of posture /position. Many improvements needed for mastery. <b>1 point</b> – Student’s position hinders performance. Does not demonstrate basic mastery.		
<b>Rhythm and Tempo</b> <b>5 points</b> – Student shows an understanding of rhythm and executes them with no mistakes. Tempo is steady and appropriate. <b>4 points</b> – Student shows an understanding of rhythm and executes rhythms mostly correct with a few mistakes. Tempo steady. <b>3 points</b> – Student shows a basic understanding of rhythmic concepts and executes with some accuracy. Tempo is mostly steady, with some variation. <b>2 points</b> - Students shows varying understanding of rhythmic concepts, and executes some accurately. Tempo is often variable. <b>1 point</b> – Student shows little understanding of rhythmic concepts and tempo is often variable.		
<b>Note Accuracy</b> <b>5 points</b> – Notes are consistently accurate. <b>4 points</b> – An occasional inaccurate note is played, but does not detract from overall performance. <b>3 points</b> – A few inaccurate notes are played, shows only some understanding of key signature. <b>2 points</b> - Many inaccurate notes are played, shows variable understanding of key signature. <b>1 point</b> – Wrong notes played consistently, shows no understanding of key signature.		
<b>Intonation</b> <b>5 points</b> – Almost all notes are in tune. Any notes out of tune are quickly corrected. <b>4 points</b> – Only a few notes are out of tune. Notes out of tune are sometimes corrected. <b>3 points</b> – Some notes played are out of tune. Some evidence is of trying to correct intonation errors <b>2 points</b> - Many notes played out of tune. Little evidence of trying to correct intonation errors. <b>1 point</b> – Most notes played are out of tune. No effort is shown to fix intonation errors.		
<b>Style and Dynamics</b> <b>5 points</b> – Student plays all written dynamics at the appropriate level and with correct execution of appropriate style. <b>4 points</b> – Student plays some dynamics written, but some are not executed at the mastery level. The student has some understanding of the appropriate style. <b>3 points</b> – Student plays some dynamics or phrase shaping. The style of playing is somewhat evident and appropriate. <b>2 points</b> - Student plays with only basic dynamics, and no phrase shaping. The style of playing is either indiscernible or inappropriate <b>1 point</b> – Student plays with no dynamics and no phrase shaping. The style of playing is either indiscernible or inappropriate.		
<b>Tone</b> <b>5 points</b> – Tone is clear and consistent throughout <b>4 points</b> – Tone is mostly clear, with minor deviations <b>3 points</b> - Tone is sometimes clear, with some deviations and scratchy, or muffled moments. <b>2 points</b> – Tone is frequently scratchy, thin, crunchy, or muffled <b>1 point</b> – Tone is consistently scratchy, thin, crunchy, or muffled		
<b>Audition Total (out of 30 possible points per section):</b>		

Evaluator Initials: \_\_\_\_\_ Recommended level: \_\_\_\_\_ Instrument: \_\_\_\_\_

<p style="text-align: center;"><b>TOTAL POINTS</b></p> <p><b>Audition (75%) _____ + Report Card/Teacher Recommendations (25%) _____</b></p>	
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# Theatre Arts

<https://www.lamartheatre.com/>

Theatre at Lamar Fine Arts Academy is a 3-year high school preparatory program in the theatre arts. We emphasize creating a well-rounded student artist who feels comfortable in their own skin and has confidence in their creative abilities. The performance and problem-solving skills students learn in theatre help them not only in the performance sphere but in every aspect of business, education, leadership, and community service. As Stella Adler once reflected, "The theatre was created to tell people the truth about life and the social situation." The tools learned in theatre can help students change their reality.

## Courses

**Introduction to Performance** - Beginner level of theatre offered as a yearlong class and is open to all students.

**Intermediate Theatre** - offered as a yearlong course that explores theatre performance and dramatic arts.

**Advanced Performance** - offered as a yearlong course that explores theatre performance & dramatic arts. Teacher approval required for placement.

**SPOTLIGHT** - an advanced placement class offered yearlong to 7th and 8th-grade students. Audition based (limited space)

**Musical Theatre** - Taught by M and Mrs. Kennell. All musical theatre students are required to be involved in the annual school musical. We will explore Musical Theatre through the workshop process. Students will survey many facets of musical theatre through performance and research. It will also provide an atmosphere in which students benefit from a teaching & learning experience in the performance disciplines of Broadway-style Theatre. Through performing, viewing and critiquing musical productions, the student will have a greater understanding of what makes an effective musical performance and develop acting, vocal, & movement skills to improve their own work. Auditions for the musical will be held in May. Auditions for the musical will be held in May. A parent information meeting will be held before auditions.

## Auditions

Auditions will consist of a workshop in which the theatre teacher will lead auditioning students through various exercises and/or a theatrical game, as well as a monologue/cold reading and a brief interview with the student. Make sure you bring your resume/Questionnaire too. The workshop allows the teacher to gauge a student's level of comfort working with a group or in front of one, as well as their level of creativity and ability to think outside the box. The workshop should last around 2 hours depending on the number of students auditioning. Wear appropriate and comfortable clothes to the audition. No jeans, short skirts, flip-flops, high heels or loose jewelry (traditional an appropriate audition outfit should be all black - nothing too distracting to your performance). The audition will begin with a brief physical warm up and theatre exercises that require movement.

### For Theatre (Performers)

Part 1: Theatre Exercises

Part 2: [Memorized monologue](#) ( 30 sec - 1 min - options provided by the teacher at the Information Session)

Part 3: Cold reading/partner scene

Part 4: [Resume/Questionnaire](#) (provided online and at parent information session - to be turned in at audition)

## Major Requirements

- Audition for mainstage (in your class period) theatre shows
- Perform in all mainstage (in your class period) theatre shows
- Attend two outside school performances

For additional information, please do not hesitate to call the Lamar Theatre Arts Faculty:

Annalise Mirabella, Theatre Director - annalise.mirabella@austinisd.org - 512-841-1285

John Justice, Technical Theatre Director - john.justice@austinisd.org - <https://www.austinisd.org/enroll>

James Young, Beginning & Technical Theatre Teacher - james.t.young@austinisd.org - 512-841-5963

## Theatre Arts Audition Cold Reading Rubric

Student:

Current Grade:

Audition #	<b>Risk-Taking</b> 3 Completely, without reservation  2 Strives to incorporate risks  1 Seldom takes risks  0 Unwilling to participate	<b>Imagination</b> 3 Visualizes, enacts, leads in imaginative play  2 Limited imagination; cliché  1 Tries, but has to be prompted  0 Unimaginative	<b>Listening</b> 3 Intently listens and responds  2 Often listens and responds  1 Seldom listens, seldom responds  0 Does not listen		<b>Total Points (out of 45 possible points)</b>
<b>1</b>	3   2   1   0	3   2   1   0	3   2   1   0	X5	
<b>Ensemble Audition Total (45 possible points):</b>					

### INTERVIEW QUESTION

(10 possible points)

### Questionnaire/Resume (10 Points)

# Theatre Arts Audition Solo/Monologue Rubric

Student: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Audition #: \_\_\_\_\_

	4	3	2	1	0	SCORE
<b>Introduction</b>	Introduced self with proper slate. Uses eye contact.	Introduced self with proper slate. Used no eye contact.	Introduced self and slate after prompting. Little eye contact.	Introduced self and slate after prompting. Little eye contact.	No introduction.	
<b>Stage Presence</b>	Completely engaged; thoroughly committed to performance.	Shows great potential; an occasional lapse in commitment.	Has potential but lacks consistency in commitment.	Shows a lack of comfort; rarely shows an understanding of the character.	No stage presence to speak of. Must be prompted to respond to auditors.	
<b>Believability</b>	An exemplary level of expression and believability. Completely suspends disbelief and engages the auditor. No character breaks.	Commendable level of expression and believability. Often suspends disbelief and engages the auditor. Slight character breaks.	An appropriate level of expression and believability. Has moments in which the auditor is engaged. Few character breaks.	Inconsistent expression and believability. Frequent character breaks. Easily distracted.	Lacks expression believability; visibly distracted, off task and unfocused.	
<b>Expression</b>	Facial expressions and body language fit the theme of the performance and exemplify the performer's effort.	Some effort was shown; facial expression and body language contribute to the theme of performance.	Forced facial expressions and body; expressions do not fit the theme; little enthusiasm.	Few facial expressions and body language with little effort shown.	Expressionless, no enthusiasm, flat.	
<b>Vocal Variety</b>	Demonstrates an exemplary level of communication. Uses a variety of rate, pitch, tone, and volume.	Demonstrates a commendable level of communication. Uses an acceptable range of rate, pitch, tone, and volume.	Demonstrates an appropriate level of communication. Uses a small range of rate, pitch, tone, and volume.	Demonstrates limited level of communication. Uses a limited range of rate, pitch, tone, and volume.	Inaudible, monotone. Auditor has to ask the performer to repeat or to project the voice.	
<b>Diction</b>	Always clear with precise ending consonants.	Mostly clear with attempted ending consonants.	Somewhat clear with missing internal and external consonants.	Speech is unclear; recognizable, but mumbled or unclear.	Never clear; unintelligible	
<b>Preparation</b>	Completely memorized, fluent.	Accomplished at memorization, but stumbles.	Some omissions, but completed the audition.	Significant omissions. Stopped and started over.	Not memorized, not prepared; stopped the audition.	
<b>Physical Characterization</b>	The character is different from self. Shows age, physical condition, personality, and attitudes.	The character is different from self. Gestures emphasize key ideas. Shows personality.	The character is slightly different from self. Shows age and physical condition.	The character is slightly different from self. Shows age and physical condition.	The character is not different from the self. No character created.	
<b>Age Approp. Material</b>	Perfect selection for age.		Somewhat appropriate.		Inappropriate.	
<b>Solo/Monologue Audition Total (40 possible points):</b>						

## Performers

**Solo Points** \_\_\_\_\_ + **Ensemble Points** \_\_\_\_\_ + **Questionnaire/Resume** \_\_\_\_\_ = **Grand Audition Total**

Evaluator Initials: \_\_\_\_\_

Recommended level: Beginning

Intermediate

Advanced

<b>TOTAL POINTS</b>	
<b>Audition (75%)</b> _____ + <b>Report Card/Teacher Recommendations (25%)</b> _____	

Overall Rank: \_\_\_\_\_

# Technical Theatre

<https://www.lamartheatre.com/>

Theatre at Lamar Fine Arts Academy is a 3-year high school preparatory program in the theatre arts. We emphasize creating a well-rounded student artist who feels comfortable in their own skin and has confidence in their creative abilities. The performance and problem-solving skills students learn in theatre help them not only in the performance sphere but in every aspect of business, education, leadership, and community service. The tools learned in theatre can help students change their reality.

## Courses

**Introduction to Technical Theatre** - Beginner level of tech offered as a yearlong class open to all students. In this course we will focus on beginning stage craft techniques that are the foundation for technical theatre. The objective is to introduce the student to the fundamental elements and principles of technical theatre through hands-on project based learning.

**Intermediate Technical Theatre** - offered as a yearlong course, teacher approval required for placement. The course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a production. More advanced hands-on duties / activities.

**Advanced Technical Theatre (coming soon)**- offered as a yearlong course that explores theatre production & dramatic arts. Teacher approval required for placement. We will also prep students for high school and professional work by assembling portfolios and resumes. The students in this class will also get the opportunity to design for the main stage shows

## Auditions

Auditions will consist of a workshop in which the theatre teacher will lead auditioning students through various exercises and/or a theatrical game, as well as a design submission and a brief interview with the student. Make sure you bring your resume/Questionnaire too. The workshop allows the teacher to gauge a student's level of comfort working with a group or in front of one, as well as their level of creativity and ability to think outside the box. The workshop should last around 2 hours depending on the number of students auditioning. Wear appropriate and comfortable clothes to the audition. No jeans, short skirts, flip-flops, high heels or loose jewelry. The audition will begin with a brief physical warm up and theatre exercises that require movement.

For Theatre (Technicians)

Part 1: Theatre Exercises (done with performers)

Part 2: [Design Submission](#) (prompt given with resume/questionnaire)

Part 3: Brief Interview (be able to justify your design) /Design Exercise with Director

Part 4: [Resume/Questionnaire](#) (provided online and at parent information session - to be turned in at audition)

## Major Requirements

- TECH: Work at least 2 school shows throughout the school year
- TECH: Work on either construction or run crew for the musical/main stage shows
- TECH: Attend two outside school performances

For additional information, please do not hesitate to call the Lamar Theatre Arts Faculty:  
 Annalise Mirabella, Theatre Director - annalise.mirabella@austinisd.org - 512-841-1285  
 John Justice, Technical Theatre Director - john.justice@austinisd.org - 512-841-0414  
 James Young, Beginning & Technical Theatre Teacher - james.t.young@austinisd.org - 512-841-5963

## Technical Theatre Audition Design Submission Rubric

Student:

Current Grade:

Audition #	Overall Completion and Ability to Follow Directions 3 Design is complete to fullest extent and all directions followed 2 Design is somewhat complete and most directions were followed 1 Design is half done and only a few directions were followed 0 Design is not finished and the directions were not followed	Details & Use of Color 3 Design is labeled, fully colored, both have a title block 2 Most of the design is labeled, coloring is complete, and has title blocks 1 Some of the design is labeled, coloring is complete, and title block info missing 0 Missing most of the labeling, coloring, and title blocks	Creativity & Attractiveness 3 Design was completed with care, precision, & is unique & visually interesting 2 Design was completed with some care, precision, & is visually interesting 1 Design was completed with basic effort & is somewhat interesting 0 with no care, & shows little uniqueness	Content & Delivery 3 Speaks with variation in speech & provides clear purpose on their design 2 Speaks with some variation in speech & has a somewhat clear purpose on their design 1 Speaks with very little variation in speech & attempts a clear purpose on their design 0 Speaks with no variation in speech & has no clear purpose on their design		Total Points (out of 60 possible points)
1	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	X 5	
Design Submission Audition Total (60 possible points):						

### INTERVIEW QUESTION (20 possible points)

### Questionnaire/Resume (20 Points)

### Technicians

Design Prompt Points \_\_\_\_\_ + Interview Points \_\_\_\_\_ + Questionnaire/Resume \_\_\_\_\_ = Grand Audition Total \_\_\_\_\_

Evaluator Initials: \_\_\_\_\_ Recommended level: Beginning Intermediate Advanced

TOTAL POINTS	
Audition (75%) _____ + Report Card/Teacher Recommendations (25%) _____	

Overall Rank: \_\_\_\_\_



# Visual Arts

**Website:** <https://lamar.austinschools.org/visual-arts>

The Visual Arts Program at Lamar Fine Arts Academy focuses on the development of technical skills in a variety of media. In the art program, students will learn new techniques and sharpen their skills while exploring artists and art history. Areas of visual art studies are: drawing, painting, ceramics, printmaking, screen-printing, 2D/3D design, sculpture and found art.

## Visual Arts Coursework

- **Art MS 1 - Beginning Art:** Offered as a yearlong class, and is open to students who have never taken a visual arts class at Lamar.
- **Art MS 2 - Intermediate Art:** Offered as a yearlong class, and is open to students who have taken and passed beginning art (MS1).
- **Art MS 3 -Advanced Art:** is offered as a yearlong class and is open only to 8th grade students who have taken and passed intermediate art (MS2).
- **HS Art I - Advanced Art (\*High school credit)**— Must have completed and passed 2 years of art. This course will prepare students who plan on taking advanced art classes in high school or who would like to work more independently, and with a variety of media. This is a high school credit class.

## Visual Arts Auditions

**There are 2 parts to the audition process.**

1. **Art Portfolio and Student Interview:**
  - a. **Art Portfolio:** You will bring some of your current artwork (from 4th grade on) to your interview. You should include a minimum of 10-15 current pieces of art showcasing examples of your work. Please show a **variety** of work. This can include 2D (drawings and/or paintings from observation or abstract), printmaking, sculpting, ceramics, mobiles, screenprinting, and found art.
  - b. **Student Interview:** While students are working on an in person drawing assessment, art teachers will come around and interview and photograph the students about their artwork, style, etc.
2. **Audition Assessments:** Assessments will be live with the art teachers. It will include a drawing and spatial awareness skill assessment. Teachers will give specific instructions for the drawing and spatial awareness skill assessment during the audition.

For additional information, please do not hesitate to contact the Lamar Visual Arts Faculty:

**Jenna Acevedo**, Art Teacher - [jennifer.acevedo@austinisd.org](mailto:jennifer.acevedo@austinisd.org) - 512-414-3217 x70322

**Shelly Tharp**, Art [Teacher-michelle.tharp@austinisd.org](mailto:Teacher-michelle.tharp@austinisd.org) -512-414-3217 x70344

# Visual Arts Audition Rubric

Student:

Current Grade:

Audition #:

Portfolio audition criteria (16pt)	SCORE
<b>Variety of media &amp; portfolio presentation:</b> <b>4 points</b> – 5 art pieces that include a variety of approaches to visual art such as drawing, painting, printmaking, sculpting, ceramics, screen printing, 2D/3D design and found art. At least one sample in at least 5 different categories. Student's portfolio is neat, carefully organized and shows a strong sense of growth. <b>3 points</b> – Portfolio art pieces demonstrate a variety of at least four (4) different media. Portfolio is neat and organized and shows some sense of growth. <b>2 points</b> – Portfolio art pieces clearly demonstrate a variety of a minimum of three (3) different media. The portfolio is neat, carefully organized and shows some sense of growth. <b>1 point</b> – Portfolio art pieces demonstrated in two (2) media. Student's artwork is disorganized & poorly presented.	
<b>Quality:</b> <b>4 points</b> – The artwork is reflective of a student who created work to the best of their own ability. The artwork shows successful engagement in problem-solving with the Elements of Design (line, space, shape, form, color, value, texture). Artworks show purposeful composition and excellent design choices. Materials are used well. <b>3 points</b> – Artwork is generally strong, although there may be inconsistencies in overall quality. <b>2 points</b> – Artwork has some sense of purpose & effort but is unable to resolve design problems. <b>1 point</b> – Artwork shows little evidence of creative thinking or artistic decision-making.	
<b>Originality:</b> <b>4 points</b> – Artwork shows creative exploration or interpretation of a concept, idea, or class assignment. (No copies or tracings). Artwork demonstrates inventiveness and risk-taking that goes beyond the level of simple design exercises. Unique style is apparent. <b>3 points</b> – Most works demonstrate inventiveness of concept and risk-taking. <b>2 points</b> – Work may show slight inventiveness of concept or risk-taking. <b>1 point</b> – Work may show minimal inventiveness & no risk-taking.	
<b>Craftsmanship:</b> <b>4 points</b> – Student's artwork demonstrates outstanding carefulness & attention to detail in carrying out the project. The artwork is in excellent condition. <b>3 points</b> – Student's artwork demonstrates carefulness & attention to detail in carrying out the project. Some inconsistencies may be evident. <b>2 points</b> – Student's artwork demonstrates some attention to detail. Artwork may be in mediocre condition (folded, crumpled, etc.) <b>1 point</b> – Student's artwork lacks attention to detail.	
Still-life Observational Drawing Session (15pts)	SCORE
Students will be asked to draw from an actual still-life setup. Student drawings should demonstrate an understanding of : <ul style="list-style-type: none"> <li>• Composition (3pts)</li> <li>• Value (3pts)</li> <li>• Balance (3pts)</li> <li>• Proportion (3pts)</li> <li>• Space (3pts)</li> </ul>	
Spatial Awareness Skill Assessment (5pts)	SCORE
Students will be asked to compose a visual composition by using a series of two-dimensional cut paper shapes. Each student will be asked to compose a rectangular composition that will assess their abstract and conceptual spatial skills.	
<b>Audition Total (36 possible points):</b>	

Evaluator Initials: \_\_\_\_\_

TOTAL POINTS Audition (75%) _____ + Report Card/Teacher Recommendations (25%) _____	
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**Lamar Fine Arts Academy**

**APPENDIX**

# SELECTION CRITERIA SCORING GUIDE

## 1. School Performance & Teacher Recommendation Forms = 25% Overall Score

School Performance (Report Card)						Teacher Recommendations					
Scale	Grade	Scale	Grade	Scale	Grade	Scale	Total Rating	Scale	Total Rating	Scale	Total Rating
1	70	11	80	21	90	1	0-10	11	99-108	21	197-206
2	71	12	81	22	91	2	11-20	12	109-118	22	207-216
3	72	13	82	23	92	3	21-30	13	119-128	23	217-226
4	73	14	83	24	93	4	31-40	14	129-138	24	227-236
5	74	15	84	25	94 +	5	41-50	15	139-148	25	237-240
6	75	16	85			6	51-60	16	149-156		
7	76	17	86			7	61-70	17	157-166		
8	77	18	87			8	71-78	18	167-176		
9	78	19	88			9	79-88	19	177-186		
10	79	20	89			10	89-98	20	187-196		

NOTE REGARDING NON-TRADITIONAL SCHOOL PERFORMANCE REPORTS: Parents should have the sending school assign point values using the above scale. Lamar reserves the right to dispute the points assigned and can use the best judgment when assigning points to reports not scaled.

## 2. Audition = 75% Overall Score

Students will participate in the Lamar Fine Arts Academy audition process for the major which they have applied for. See audition information and rubrics for each major in the FAA handbook for more information.

Overall rank will be determined by the following:

25% School Performance & Teacher Recommendations  
75% Audition Total

# LAMAR APPLICATION FAQs

ENROLL AUSTIN LINK [HERE](#)

## Teacher Recommendation Facts

- **CAN I USE A TEACHER FROM A COUPLE OF YEARS AGO TO COMPLETE MY TEACHER RECOMMENDATION?**
  - Our preference is for you to use teachers from your current grade level. This allows Lamar to receive the most recent information. However, it is fine to use a teacher from a couple of years ago if you feel like they know you better.
- **WHERE CAN WE FIND THE RECOMMENDATION FORM FOR TEACHERS TO FILL OUT?**
  - When parents fill out the Enroll Austin Application they will be prompted to provide the email addresses of up to three teachers (LAMAR only requires two recommendations from Core Teachers). You will also need a recommendation from either a private instructor or Teacher who has taught you in what strand you are applying. A link to the recommendation form will be automatically sent to those teachers. Parents may return to the Enroll Austin Application to see the status of that recommendation. Once a teacher has submitted a recommendation it will show as complete.
- **THE TEACHER SAYS THEY DID NOT RECEIVE THE LINK TO THE RECOMMENDATION FORM. CAN Lamar SEND IT DIRECTLY TO THEM?**
  - Unfortunately not. The link is sent via the Enroll Austin Application. Parents can log back onto the Enroll Austin Application and re-send the email to the teacher. Before they do so, they should double check the spelling of the email. The most common reason for missing links is that either the teacher name or domain is misspelled.
- **WHICH TEACHERS CAN SUBMIT A RECOMMENDATION?**
  - We ask for recommendations from teachers in your core math/science and English/social studies classes. We want one from either your math or science teacher and one from either your english or social studies teacher.
- **MY STUDENT DOES NOT ATTEND AN AISD SCHOOL. HOW CAN THEIR TEACHER SUBMIT A RECOMMENDATION?**
  - All applicants, whether they attend an AISD school, a non-AISD school, or are homeschooled, must have an Enroll Austin Application on file. When parents fill out the Enroll Austin Application they will be prompted to provide the email addresses of up to

- three teachers. These teachers can be from any ISD or program. A link to the recommendation form will be automatically sent to those teachers.
- **CAN WE SUBMIT MORE THAN TWO TEACHER RECOMMENDATIONS?**
  - Technically yes. But Lamar will only consider two recommendations (one from a math or science teacher, and one from an English or social studies teacher). If several recommendations are submitted, we will consider the ones received first unless otherwise noted.
- **THERE IS ABSOLUTELY NO WAY FOR ME TO GET A RECOMMENDATION FROM EITHER CORE SUBJECT TEACHER FROM THIS GRADE LEVEL OR LAST. WHAT DO I DO?**
  - Please reach out to [ariann.t.reeves@austinisd.org](mailto:ariann.t.reeves@austinisd.org) so we can discuss options.
- **I HAVE A LONGTERM SUBSTITUTE IN ONE OF MY CORE SUBJECTS, CAN THEY SUBMIT A RECOMMENDATION?**
  - Yes! If your long-term substitute feels comfortable submitting a recommendation for you, they are absolutely allowed to do so.
- **MY STUDENT WAS HOMESCHOOLED AND HAS NO OUTSIDE TEACHERS. WHAT DO WE DO? CAN PARENTS SUBMIT RECOMMENDATIONS?**
  - Parents cannot complete recommendations. If there is no person that can provide a recommendation, please send an email to [ariann.t.reeves@austinisd.org](mailto:ariann.t.reeves@austinisd.org), stating that information and Lamar will still be able to assess your application.

## Report Card Questions

- **MY STUDENT TOOK CLASSES BUT DID NOT RECEIVE GRADES FOR HIS/HER CLASSES, ONLY A PORTFOLIO OR ONLY STATEMENTS FROM HIS/HER SCHOOL. WILL LAMAR BE ABLE TO USE THIS INFORMATION IN THE APPLICATION?**
  - Yes, we have always been able to score report cards that do not use grades or that only use portfolios. Simply submit your portfolio or whatever you have from your school and we will score it in our system.
- **MY CHILD DOES NOT HAVE SEMESTER REPORT CARDS?**
  - Some students do have trimesters so they can submit their first trimester report card by the February 6th deadline.
- **MY CHILD WILL NOT GET THEIR FINAL FIRST SEMESTER REPORT CARD UNTIL AFTER THE DEADLINE. WHEN SHOULD WE SUBMIT THIS?**
  - Most students should have access to their report cards by the February 6th deadline. In the rare case that you do not, please upload the latest report card available to you.

- **WHICH GRADES FROM MY REPORT CARD ARE CONSIDERED?**
  - Lamar considers your final year grades in math, science, English and social studies from the 2022/2023 school year and your semester 1 (or latest grading cycle equivalent) grades in math, science, English, and social studies from the 2023/2024 school year.
  
- **I AM AN AISD STUDENT. HOW DO I SUBMIT MY REPORT CARDS?**
  - Good news, you do not have to submit any report cards from an AISD school. They will be automatically available to Lamar once your parent submits the Enroll Austin Application. If you attended a non-AISD school last school year, you will be prompted to upload that report in the LASA supplemental materials form. Please ensure the report card shows your name, grade level, year, and final year grades.
  
- **WHAT ARE THE REQUIREMENTS FOR REPORT CARDS?**
  - AISD students do not have to submit separate report cards unless they spent their previous grade level in a non-AISD school. All other students should submit report cards that are clearly legible and show the student name, grade level, school year, grades in math, science, English, and social studies (or school equivalent!). Report cards from the previous grade level (2022/2023) should show the final year grades. Report cards from the current grade level (2023/2024) should show the semester 1 (or latest grading cycle equivalent available by February 6) grades.
  
- **CAN I JUST TAKE A SCREENSHOT OF MY GRADES FROM MY PARENT/STUDENT PORTAL VIEW?**
  - Our preference is that you submit a report card from your school rather than a screenshot. If you absolutely cannot get a report card before the deadline, you may submit a screenshot from your school's online portal. Please note that it must include student name, grade level, year, subject names, and either final year grades (if from the previous grade level, 2022/2023) or semester 1 grades or latest grading cycle equivalent (if from the current grade level, 2023/2024).
  
- **MY SEMESTER 1 REPORT CARD WILL NOT BE AVAILABLE BY FEBRUARY 6, 2024. WHAT DO I DO?**
  - Please submit the latest available report card you have and note on it the date when the semester 1 (or grading cycle equivalent) report card will become available. If we need further information from you, we will reach out.

- **I ATTEND A SCHOOL THAT DOES NOT ISSUE STANDARD REPORT CARDS AND/OR GRADES. WHAT DO I DO?**
  - Please submit the documentation your school provides. Whether it be a narrative report, a student portfolio, or a report card with non-standard grades. Many schools will either have a grade conversion document, or an ability to request a transcript showing the more traditional grade equivalents. If yours does, please request and submit those. If yours does not, please submit what you have. Every year Lamar receives non-traditional student reports or grades and we have systems in place to score them. They should still list the student name, grade level, and school year. If the math, science, English or social studies equivalents are not obvious, someone from Lamar may reach out for clarification.

## **Proof of Residency**

- **WHY DO WE HAVE TO PROVIDE PROOF OF RESIDENCE?**
  - Per District Policy, only students living in AISD may attend the AISD magnet schools (LASA, McCallum Fine Arts, Kealing Magnet, Lively Magnet, or Lamar Fine Arts)
  - “Beginning with the 2017–18 school year, applicants who are approved to attend a magnet or performance-based application program must show proof of residence within District boundaries by the application due date. [...] Residence within District boundaries must be maintained in order to remain in a magnet program. If a student moves out of District while attending a magnet program, the student will be allowed to finish the semester in the magnet program. In the case of a graduating senior, the student may finish the year in the magnet program. Principals and directors of magnet or performance-based application programs may request proof of residence at any time.”
- **MY STUDENT ATTENDS AN AISD SCHOOL ALREADY, DO I HAVE TO PROVIDE PROOF OF RESIDENCE?**
  - No, as long as your address on file with AISD is an address zoned to Austin ISD, you do not have to provide proof of residence.
  - If we require proof of residence from a current AISD student, we will reach out to you.
- **HOW DO I KNOW IF MY ADDRESS IS WITHIN AISD BOUNDARIES?**
  - You can look up your address [here](#). Addresses zoned to AISD will show up in a color zone. If you click on the color zone, the map will show which AISD schools you are zoned for. If no color zone shows, you are not in the AISD school boundaries.



- **WHAT KIND OF DOCUMENT SHOULD I SUBMIT TO PROVE RESIDENCE WITHIN THE BOUNDARIES OF AISD?**
- Please submit a copy of the first page of your latest City of Austin Utilities Bill in the name of the student's parent/legal guardian showing the address of your primary residence.
  
- **CAN I JUST RENT AN APARTMENT IN AISD AND NOT LIVE IN IT?**
  - No, your primary residence should be within the boundaries of AISD by the application deadline.
  
- **WHAT HAPPENS IF WE DON'T LIVE IN AISD?**
  - Unfortunately, we are unable to consider out-of-district applicants.
  
- **ARE THERE ANY EXCEPTIONS?**
  - Yes, children of Austin ISD employees may attend any AISD school regardless of address.
  
- **CAN I APPLY TO LAMAR EVEN THOUGH WE LIVE OUT OF DISTRICT AND JUST MOVE IF I AM ACCEPTED?**
  - Unfortunately, we are unable to issue conditional acceptances. All applicants must provide proof of residence by the application due date. (Students currently attending AISD schools provide proof of residence as part of the registration process and do not have to provide additional proof of residence.) Lamar cannot consider out of district applicants.
  
- **WE ARE MOVING FROM OUT OF COUNTRY/OUT OF STATE. ARE THERE SPECIAL CIRCUMSTANCES THAT ALLOW US TO APPLY EVEN THOUGH WE DO NOT HAVE AN AUSTIN ISD ZONED ADDRESS?**
  - This will be evaluated on a case by case basis. Please email [ariann.t.reeves@austinisd.org](mailto:ariann.t.reeves@austinisd.org) your specific circumstances.
  
- **MY STUDENT IS ATTENDING A NON-AISD SCHOOL AND WE ARE MOVING TO OUR NEW ADDRESS RIGHT BEFORE THE DEADLINE. WE WILL NOT HAVE TIME TO RECEIVE A UTILITIES BILL. IS THERE ANOTHER DOCUMENT WE CAN PROVIDE?**
  - Yes. You can provide the lease, mortgage information, or house contract.

- **MY STUDENT IS ATTENDING A NON-AISD SCHOOL AND WE LIVE AT AN APARTMENT WHERE UTILITIES ARE INCLUDED IN THE RENT. HOW CAN WE PROVE RESIDENCY?**
  - Please submit a copy of your lease or contract.