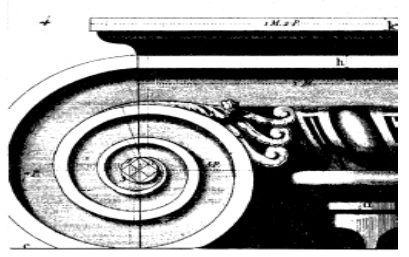


*Stivers*

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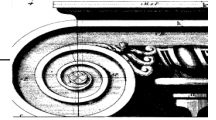


**Creative Writing**

**Audition**

# *Creative Writing Audition*

School for the Arts



## *Selected Guidelines*

The goal of the Creative Writing Magnet is to:

- guide young writers as they learn to express themselves in a variety of literary genres.
- encourage growing writers to develop a love for words and figurative language.
- help young writers discover their voice as they explore the art of written expression.
- offer young writers opportunities to publish their work.

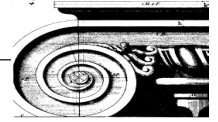
## *Audition Requirements*

The Creative Writing Audition shall consist of the following:

- come prepared with pencil and paper
- read all of the given prompts and choose one that interests you
- prompts will be different from practice prompts
- the written response should be no longer than 1 and 1/2 pages
- please, only one submission per student
- audition must be completed within the allotted time period
- due to the large number of submissions, none will be returned
- your practice pieces should not be brought with you to the audition

# *Creative Writing Audition*

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## *Audition Requirements Continued*

The following prompts are designed to familiarize you with the type of prompts that may be used the day of your audition.

**They are meant to be for practice only and should not be brought with you the day of your audition.**

You will need paper and pen, or pencil the day of your audition.

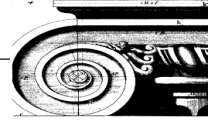
Read **all** of your choices. When you are ready, choose **one** that you think will make the best imaginative story for you to write. Think about the story line (plot), interesting characters, and creative ideas for your piece of writing or story. You may want to plan or organize your story before you write it, or you may prefer to go with the flow and follow your intuition.

Reminders:

- give your story a title...be original
- use strong vocabulary, use descriptive words
- create images or pictures with words for your reader
- use dialogue...let your characters talk or show your character's thoughts
- write in paragraphs; stay focused on the prompt

# Creative Writing Audition

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## Poetic Lines / Part 1

Write [5] lines that begin with the phrase: “Anxiety is \_\_\_\_\_”

Your goal is to SHOW us rather than tell us about the experience of anxiety by giving us specific images that help us think of “anxiety” in new and interesting ways.

**Don’t tell us**, “Anxiety is when you feel worried or uneasy, usually about an imminent event or an event with an uncertain outcome.” That is the literal definition, right? It doesn’t make us FEEL what anxiety is like.

**Do tell us**, “Anxiety smells like the rubber from your sneakers burning on hot asphalt.”

See the difference? Your 1-3 best lines will be read aloud at the end of 15 minutes. If you finish early, you may move on to the questionnaire but not the sensory scenes.

1. Anxiety looks like

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2. Anxiety smells like

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3. Anxiety tastes like

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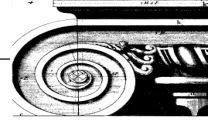
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# *Creative Writing Audition*

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## *Poetic Lines / Part 1 Continued*

4. Anxiety feels like (should reference a physical touch, not an emotion)

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5. Anxiety sounds like

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## *Sensory Scene / Part 2*

Choose 1 prompt from the options listed below to write a scene with fresh sensory detail.

It is “sensory” if you make the reader feel like they are actually present in the scene because you reference some or all of the senses: sight, touch, taste, smell, and hearing. It is “fresh” if you help your reader to experience this scene in a new, unexpected way; using similes, metaphors, personification, and other writing devices help to create this freshness. This scene does not need to be a full story, rather a descriptive 3-4 paragraphs.

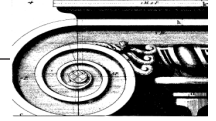
**Reminders:** We are looking more at your ideas than your grammar abilities, but at the very least, we should like to see that you can break your story into indented paragraphs, capitalize words that should be capitalized, and correctly format dialogue so that every time there is a new speaker you begin a new paragraph.

You have a total of 20 minutes to write this scene. You may move forward to finish the questionnaire if you finish early, but do not move back to poetry lines. Read over the prompts, choose 1, and begin.



# Creative Writing Audition

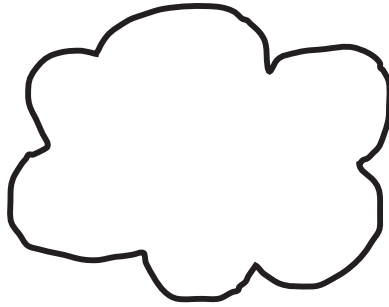
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## Brainstorm Web / Part 3

Directions: Write at least [7] ideas inspired by the topic around the cloud bubble. Then, develop a writing concept inspired by the ideas that you generated on the back.

**Topic:** Birthday parties.



**Develop your concept:** Describe a writing concept inspired by your brainstorm below. State ONE idea from the word bubble that you would develop into a piece of writing. Be as detailed as you can as you describe your idea. Be sure to state whether it would be a short story, poem, song, play, memoir, etc. Important note: I am not asking for you to write a complete story, poem, etc., - just go into detail as you plan out an idea. You can even do this using bullet points.

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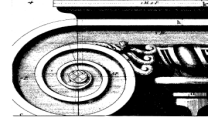
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# *Middle School Creative Writing Audition*

Stivers School for the Arts



## *Questionnaire / Part 4*

You will not be penalized if you do not finish answering these questions, but please answer as many as you can.

1. *Are you auditioning for other magnets? If yes, which ones?* \_\_\_\_\_

\_\_\_\_\_

2. *Is this your first time auditioning?* \_\_\_\_\_

\_\_\_\_\_

3. *Do you have any family who are attending or have attended Stivers?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. *What 3 words would someone who knows you well use to describe you?*

\_\_\_\_\_

5. *What animal do you think that you are most like? Explain why you think you are like this animal.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. *What do you think you might like to be when you grow up? It is ok to add a list.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. *What extracurricular activities have you been involved in? Art classes, music classes, dance classes, choirs, sports, volunteering, clubs, youth groups, etc.?*

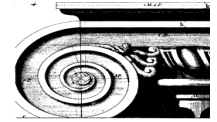
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\_\_\_\_\_

# Middle School Creative Writing Audition

Stivers School for the Arts



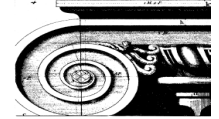
## Audition Rubric

Poor Performance 0-1      Average Performance: 2-3      Superior Performance: 4-5

<b>Poetic Lines: Quality</b>	Writing one creative line that stirs emotion / 1 point	Writing two creative lines that stir emotion / 3 points	Writing three creative lines that stir emotion / 4 points. At least one line received a star... 5 points earned.	Score
	Audition candidate is unwilling to read aloud / 0 points earned.  Audition candidate does not read all lines aloud / 1 point earned.	Audition candidate reads their lines aloud, but it is too difficult to hear due to volume or speed 2-3 points earned.	Audition candidate reads their piece aloud loudly and slowly enough for others to hear 4-5 points earned.	Score
<b>Poetic Lines: Share Aloud</b>				
<b>Sensory Scene: examples to follow</b>	<b>Basic detail</b> gives us only need-to-know information without making us feel that we are immersed in a scene.	<b>Sensory detail</b> makes us feel like we can see / experience something in the story as if it were real.	Fresh sensory detail makes feel that we can experience it <u>in a new way</u> . Figurative language is not mandatory but is a good indication of fresh writing.	Score
<b>Brainstorm Web</b>	Brainstorming shows limited range of ideas and stamina to develop possibilities.	Brainstorming shows good ideas, even if they are not several strong or diverse possibilities.	Brainstorming shows diverse and unique possibilities and one thoroughly developed concept.	Score
<b>Overall Complexity of Language [structure / word choice grammar]</b>	Several distracting errors and/or particularly juvenile sentence structure / word choice	Some errors and/or not advanced sentence structure / word choice	Few or no errors and/or advanced sentence structure / word choice	Score
<b>Overall Creativity/ Clarity</b>	Uninspired Bland Confusing Ideas Difficult to Read.	Somewhat Inspired Some Unique Ideas Clear Thinking Easy to Read	Inspired Unique / Takes Risks Complex Thinking Enjoyable to Read	Score
<b>Total</b>	Comments _____ Student Name _____			/30

# *Middle School Creative Writing Audition*

Stivers School for the Arts



## *Audition Writing Elements*

- 1] Writing one 3-4 paragraph sensory scene
- 2] Create a brainstorming web of 7+ ideas and an outline on one concept
- 3] Writing 5 lines of poetry that correspond with the senses
  - sharing those poetry lines aloud

Supplementary:

Questionnaire [not formally scored]

Bringing optional writing samples / portfolio items [not formally scored]

## *Audition Examples*

**Sensory Scene Examples of Meeting a Bear in the Forest:** representing levels of writing quality rather than length desired

**“Poor” Example:** One of the most terrifying experiences of my life was meeting a bear in the forest. When I saw the large black bear standing feet away from me, I thought that I was going to die. My life flashed before my eyes. I shut my eyes, braced myself, and waited for the bear to eat me. Thank goodness the forest ranger walked up at that moment and saved my life. I will never go into the forest alone again.

**“Good” Example:** I was crunching along in the leaves of the forest, and then I saw him. Suddenly, my feet were silent, but the bear scrambled forward so that it sounded like the whole forest floor was rising up with leaves. He was running towards me. I could first see only this large brown mass framed in a red and yellow haze. Then, suddenly he was so close I could see the rolls of fat and fur bouncing with each stride he made towards me. Then, I could smell his odor; the odor of his last victim, a fish, flung forward with strings of his drool. Then, the drool was on my face, wet, slimy and hot. He was on top of me, and I braced myself for the last thing I believed I would ever feel.

**“Great” Example:** Resting against a rock in the forest, I felt as if I was being supported by the whole earth as I gazed up, admiring the trees’ constellations, each canopy creating its own formation of twinkly light. But then, tremors in the earth around me jolted me upward on the rocky axis, and I saw blackness emerging from within the stretchy bands of forest light. The bear was a black hole tunneling towards me. The forest dirt, leaves, and branches were consumed by the bear’s mass, and I even felt my breath being sucked inward by the growing shape of the bear. The gravity I needed to move escaped me, and then the bear’s cavernous roar drew me in.