Preliminary Notes

This document is divided into five parts, entitled:

- The Five Art Forms
- The Entry Selection Process
- The Entry Requirements for Each Art Form
- The Eligibility and Selection Rules
- The Data Protection Act
- Generic Notes about the School Subjects

These notes are to be read carefully.

The notes provide good indications and suggestions about the route that students can take towards a successful entry to The Malta Visual and Performing Arts School.

Parents/Legal Guardians, who are applying on behalf of the child under their care, have to confirm that they have carefully read and understood the demands of this document as requested by both the online application form and the paper one.

Vision Statement

To be a highly regarded, effective secondary school which excels in nurturing the students’ academic, social, creative potential and elicits artistic and cultural contribution.

Mission Statement

Our school strives to operate as a culturally diverse community of students, parents and staff, dedicated to creating a student-centred learning environment based on respect, trust and collaboration. Every student will be empowered holistically to develop his or her emotional intelligence and critical thinking skills to serve as an inspiration to others in years to come.
PART NO 1: THE FIVE ART FORMS

Study Programmes (Year 7 to Year 11) for the Five Art Forms.

AESTHETIC APPEAL:

Through Visual Art the students will understand and use the language of aesthetics, which is beautiful, artistic and carefully crafted with a poetic element of narration in the art pieces. This will enable them to comprehend the nature and function of the art form. They will understand better their work, and that of others, within the context of their environment and culture.

PERCEPTUAL ELEMENTS:

The students will be presented with the prospect of nurturing the perceptual skills needed to understand and respond to Art and Design forms. They will learn to respond to the visual environment through visual, tactile and sensory experiences.

TECHNICAL PROFICIENCY:

The students will be taught how to develop and improve the necessary skills involved in the handling of different tools for the manipulation of different materials in the creation of art pieces in different media.

PERSONAL AND SOCIAL DEVELOPMENT:

The quality of the students’ learning will be enriched since this subject challenges their abilities to imagine, think, perceive, take decisions, create, and strive to disentangle and then to solve problems. It heightens and improves their view of the world and their reactions and responses to it.
**HISTORICAL PERSPECTIVE:**

 Anything that is designed by human beings exhibits visual qualities that are specific to the place and period in which it originates. This study aims to give an historical understanding of the origins of artefacts within specific world cultures, asking about the circumstances of their making, their creators, the media used, the functions of the images and objects, their critical reception and their subsequent history.

**CHARACTERIZATION:**

 The students will learn to identify, to explore and will also learn how to “create people”. From probing known characters to creating and building unknown ones, from script to performance and beyond, they give will learn to give them life, habits, traits, and a history through thought, speech, mannerisms, body language and physical appearance, action, interaction and reaction.

**EXPRESSION:**

*Body Language* and *Voice* are two essential components in an actor’s tool kit box. The students learn how to interpret a character, how to deliver a message and how to express emotions. They will be guided through both verbal and non-verbal modes of expression, thus transporting them from mime to Greek chorus, onto musical theatre, in which they will study song interpretation for the stage to further the knowledge of character development.

**HISTORY:**

 Students will research how the historical heritage of the theatre got painfully assembled through the ages. They will study how social, religious, and economic needs and even war converted ceremonial
rituals and celebrations into cultural upshots. They will learn how the creation of different genres and styles of Theatre came about. They will also be made to identify, describe and compare global historical characters and situations in drama.

**Analysis:**

The students will work on developing their analytical skills that will help them look at and evaluate different theatrical performances, and then use this critical analysis to create new perspectives. They will learn to reflect on the use of language, to scrutinize dialogue structure, to evaluate the depth of various characters in a dramatic piece, and to explore the possibilities of different endings. They will be guided to use common sense and discretion in criticism.

**Acting:**

Students explore acting techniques through understanding and activities. They indulge in improvisation and practice stage movement, both individually and in ensemble performance work. Working on scenes from modern, children’s, and classical theatre, through farce, comedy and tragedy, they will be given space to explore how these techniques differ for the stage, for the camera, for radio plays, and so on.

**Devising Theatre:**

Students will learn to collaborate with others as a team. Together, they create scripts, probe into methods of how to produce and direct plays and how to market them. They detect theatrical styles and notice what influences artistic choices. They will acquire basic backstage management skills in costume, set, and prop making. They will also be exposed to simple operational practises in stage
sound and light, and through which they learn to create patterns, plans and drawings, both for light and sound plots.

- **PHOTOGRAPHY:**

  This study will introduce the art of photography and all the technical skills associated with it. Students will tackle correct exposure, lighting, and handling of a camera, as well as a multitude of different styles and photographic techniques. Photo retouching and manipulation will also be introduced.

- **VIDEOGRAPHY:**

  This section focuses on good video camera handling and framing techniques, planning a storyboard for a video, as well as filming and editing. Learners will also understand the production process of TV shows, films, and live broadcasts. Special effects and motion graphics will be discussed.

- **GRAPHIC DESIGN:**

  Explores the basic models of graphic design, including visual laws and typography, and ties them to the printing production process that students will be familiarised with. They will learn the basics of designing posters and other promotional material as well as typographic layouts. They will also be lead through the process of identity branding.

- **WEB DESIGN/DEVELOPMENT:**

  This is an introduction to the world of web design, which deals with the hardware and software components of the Internet and gives the students the skills to use blogs and social media as a platform
for promoting their creative work. Basic web development skills will be also drilled.

- **Audio (and Radio):**

This topic will transport the students into the realm of recording and of the manipulation of audio and prepares them to use audio competently in video production. A number of professional industries tied into audio production will also be discussed, most notably that of radio.

- **Media Literacy & Ethics:**

This stream will instruct students how to interpret correctly the media that they are exposed to, and as a natural extension, they learn how to produce it themselves. In addition, they will be instilled with values that will help them wield their creative power responsibly and avoid spreading misinformation or causing harm.

- **Basic Keyboard Technique:**

This develops the basic skills of keyboard (piano) playing, keyboard techniques and sight reading. It is designed for the student with little or no prior keyboard experience to easily engage in creative expression.

- **Music Theory:**

This is designed to provide a basic insight of the technical aspect of music. Topics covered include recognition of notes, intervals, simple rhythm and melody writing, detection of simple chords, sight singing, score reading, and so on.
LISTENING, APPRAISING, ANALYSIS:

This surveys the major style periods of Western music. It studies styles and techniques of vocal and instrumental music, the works of major composers, and musical forms of pivotal periods.

VOICE:

The course develops the students' concept of inner hearing (being able to hear notes or music inside our heads without the need to play or sing) and musical interpretation through the performance of solo or choral music. Particular emphasis will be attached to interpretation, intonation and style, through voice projection. Students who show particular aptitude and interest in this course can later opt to a major in this area of study. Voice will also feature as an instrument but should be taken together with an instrument. There will also be of course the creation of a professional choir.

CREATIVE COMPONENTS: IMPROVISATION, COMPOSITION:

This course intends to stimulate the students’ imagination and enhance their inventive capability. They will acquire knowledge and skills to use the ideas produced during improvisation sessions so that they will be able to create music that others can hear and understand.

PERFORMANCE, CHOICE OF INSTRUMENT PLAYING:

This course delivers practical instruction in the basic techniques and skills of the specific chosen instrument. Students will be guided towards competence in instrumental playing (solo and in ensemble), the study of an appropriate repertoire, and the development of interpretation.
### Proposed Subject: Tuition in:

- **Ballet**
- **Modern Techniques**
- **Modular**
- **Theory**

#### Ballet:

This course is designed to provide a solid grasp of the technical requirements of classical ballet. It is intended to nurture and enhance the students’ artistic and technical development in the dance genre.

#### Modern Techniques:

This is a study of the major contemporary styles including Limon, Graham, Cunningham and other modern theatre techniques. It studies styles and techniques, which will contribute to the overall development of the dance student.

#### Modular (Spanish, Tap, Street Dance, Musical Theatre, Lyrical Jazz):

The modular courses are designed to provide a technical and artistic aspect of each specific genre. Topics covered will include the basic characteristics of each specific genre in order to encourage the students to broaden their understanding and general dance knowledge.

#### Theory:

This course will develop the basic understanding toward the contextual and theoretical frameworks in dance. Topics covered include Analysis, Critique, Anatomy, Dance History and Choreography Techniques.
**PART NO 2: THE ENTRY SELECTION PROCESS**

The measure with which the Applicant will be assessed and eventually chosen.

### Summary of the filtering selection system in 2 stages which are divided into 3 parts.

<table>
<thead>
<tr>
<th>STAGE ONE</th>
<th>1st Part: ART FORM:</th>
<th>out of 90 marks.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2nd Part: PERSONALITY:</td>
<td>out of 10 marks.</td>
</tr>
</tbody>
</table>

| STAGE TWO | 3rd Part: ACADEMIC RESULT: | 30% of the global |

#### STAGE ONE: 1st PART - ART FORM:

**DRAMA, MUSIC, DANCE:**

*Referral*: certificates and letters of recommendation from recognised entities, and such evidence may be verified by the Selection Board.

*Audition*: a short performance that tests the Applicant’s artistic skill.

**Art**

*Portfolio*: a collection of drawings, representative of the student’s achievements and skills, compiled over a period of time under the guidance of their Art teachers and accredited by them as Referees with a signed declaration, and such declaration may be verified by the Selection Board.

*Practicum*: a hands-on 2-hour session during which students produce one artwork.

**Media**

*Interview*: a short cross-examination during which the students give substantial proof that they have a genuine interest in Media.

#### 2nd PART - PERSONALITY:

out of 10 marks.

### Disposition

*Formal Consultation*: an oral enquiry to evaluate the student’s temperament and personal characteristics, as well as their propensity for the chosen art form. This interview will be conducted in the presence of Parents/Legal Guardians.

**Note**: The First and Second parts in Stage One.

- The First and Second parts of Stage One above are considered as one.
- The marks of both parts are added together and an interim classification is determined.
The best twenty-five (25) in each of the five Art Forms will be short-listed for further consideration in Stage Two.

**STAGE TWO: 3rd PART - ACADEMIC LEVEL:**

**BENCHMARK RESULT**

*SET OF STANDARDS:* the classification method employed to establish performance rating in Maltese, English and Mathematics at the end of Year 6.

**NOTE:** THE THIRD PART IN STAGE TWO

- The twenty-five (25) students, in each of the 5 Art Forms, that were short-listed and temporarily classified after Stage One, will now be filtered further after Stage Two (Benchmark Result).
- The process starts from the top name (the highest placed) of the interim classification list and moves down according to the placing.
- Provided that students obtain 30% or more average rating in the Benchmark Result, the best **ten (10) students** in each of **Art, Dance, Drama**, and **Music** and the best **eight (8) students** in **Media**, will be successfully admitted to the school.
- Three students in each Art Form will be kept on the Reserve List.
PART Nº 3: THE ENTRY REQUIREMENTS FOR EACH ART FORM

Details of the selection procedure in ART.

Art requires Standard Of Proof which should be clear and convincing. Students opting for this art form must provide evidence that they have the required standard, obtained from their Art teacher in class during their last scholastic year, as is specifically demanded hereunder. Students who don’t provide such Standard Of Proof will be at a severe disadvantage.

**PORTFOLIO:** The students display a collection of five (5) artworks, showing a variety of materials, techniques and subjects of their choice. They are to demonstrate an ability to talk about the process of creating any one of their Portfolio works and the purpose or intention behind it. All five pieces presented have to be signed at the back of each art work by the Art teacher at the school with ALL the information given at the end of this document as proof that they are genuine pieces made by the students.

**PRACTICAL SESSION:** The students will draw/paint/sculpt something of their choice, in a 2-hour hands-on session, using any materials, also of their choice.

- The teachers supervising the session will see that the students do not copy directly from pictures that they are allowed to bring with them as resources, or preliminary studies, or preparatory work.

- Through the use of their vision and creative inventiveness, the students will start from a rough sketch or sketches and proceed to their final artwork.

- The session will be well supervised and proceedings well monitored.

**Criteria:** (25 marks each for a total of 100 marks)

- 25 Portfolio Presentation: the ability to talk about their art.
- 25 Portfolio Contents: a variety of materials, techniques and subjects.
- 25 Use of Materials and Techniques: technical skills.
- 25 Creativity and Imagination: creative process.
### Details of the selection procedure in **DANCE**

**Dance** requires Standard Of Proof which should be clear and convincing. Students opting for this art form must provide evidence that they have the required standard, obtained in grades from recognised institutions, as is specifically demanded hereunder. Students who don’t provide such Standard Of Proof will be at a severe disadvantage.

**REFERRAL:** Standard of Proof that can be found at the end of this document – **ADDITIONAL INFORMATION.**

**AUDITION:**

In an ensemble, the students will dance a classical routine (ballet) to an accompanying piece of music selected by the auditioning members. This will take from 1 hr 15 min to 1 hr 30 min.

Students will then be shortlisted. The shortlisted students will be called again for a second audition and in this run the reduced number will dance again to another piece of music, this time in a different dance genre.

Students will be assessed in the following four areas:

- **Technique and Facility**
- **Artistry**
- **Musicality and Rhythm**
- **Quality and Coordination of Movement.**

### Details of the selection procedure in **DRAMA**

**Drama** requires Standard Of Proof which should be clear and convincing. Students opting for this art form must provide evidence that they have the required standard, obtained in grades from recognised institutions, as is specifically demanded hereunder. Students who don’t provide such Standard Of Proof will be at a severe disadvantage.
The students will act out, in their manner and style, one narrative that they choose from the four pieces presented below.

(Applicants are duly informed that should they wish to choose a Maltese version of any one these four pieces, they can find them in the application in Maltese on the website.)

They will repeat the same piece under specific directions from one of the auditioning members.

They will have to convert the narrative into direct speech between two characters and act out a two-hander with the use of two puppets.

Finally, they will have to interpret one sentence from the narrative in four given moods chosen by one of the Selection Board members.

Details of the selection procedure in **Media**.

Media does not require any Standard Of Proof. However, students will have to provide solid proof of a genuine interest in Media, as well as a keen eye for detail in their everyday experience of Media.

Students who lack a firm aptitude towards this art form will be at a severe disadvantage.

**Audition:**

Students will be selected via a fifteen minute interview. Media is an art which requires different competences and pull. Scriptwriters, costume designers, graphic designers, animators, photographers, storyboard artists, camera operators, and directors all need different skills, yet are all important within the vast world of media.

Details of the selection procedure in **Music**.

Music requires Standard Of Proof which should be clear and convincing. Students opting for this art form must provide evidence that they have the required standard, obtained in grades from recognised institutions,
as is specifically demanded hereunder. Students who don’t provide such Standard Of Proof will be at a severe disadvantage.

**REFERRAL:** Standard of Proof that can be found at the end of this document – ADDITIONAL INFORMATION.

**AUDITION:** All students will sit for an audition which will include:

- **Performance:** Students will play three (3) set pieces (names and titles of pieces will be communicated in due course). Students are to bring their own instrument.
- **Sight Reading:** Students will play one (1) excerpt (piece) by sight.
- **Aural Test:** During this test …
  - Students will repeat a rhythm played twice by a member of the Selection Board.
  - They then sing a short phrase (melody) within a range of an octave.
  - Students will have to find the difference between two (2) phrases played by a member of the Selection Board.
  - Students will hear one (1) piece of music and will be asked to comment on its musical attributes.
- **Theory Test.**

### PART NO 4: THE ELIGIBILITY AND SELECTION RULES

Details of the rules and regulations that define the Eligibility and the Selection Process.

1. **ELIGIBILITY (Right to Apply)**
   - The Application for entry in *The Malta Visual and Performing Arts School* is open to all Year 6 students, State and non-State schools in Malta and Gozo.
   - Parents/Legal Guardians need to consider properly whether their children have the right qualities such as the resiliency and discipline that these subjects entail to be eligible for entry.
   - Applicants who do not have an adequate proficiency in the Maltese and English languages, (in reading, writing and understanding) are likely to experience particular difficulty with the course work and the examinations.

2. **SELECTION RULES (Filtering System)**
   - Parents/Legal Guardians, who apply on behalf of the child under their care, must honour the appointments given to them (dates and times) for auditions and interviews.
Parents/Legal Guardians must understand and agree that they have to stand by all decisions that are taken in the selection process, by the relevant Selection Board.

The decision of the Selection Board is deemed as final.

**Part No 5: The Data Protection Act**

The Data Protection Act (Cap 440 of the Laws of Malta) regulates the handling of personal data held both in electronic and in paper form. The school is required to fully comply with the Data Protection Principles as set out in the Act in accordance with the General Data Protection Regulation and SL 440.09.

In order to carry out its functions, *The Malta Visual and Performing Arts School*, within the Ministry for Education and Employment, collects, processes and keeps on its books personal data, in order to comply with the legal obligations under the Education Act (Cap 327 of the Laws of Malta) and also all other statutory provisions. The school does this with the utmost discretion.

Employees of this Department, who are assigned and obliged to carry out the functions of the Department, can access the information that Parents/Legal Guardians give.

Some details of the personal data may also be disclosed to other government departments and third parties, such as hospitals, clinics, and other medical specialists, if and when an Applicant needs medical care. The Education authorities may also have access to this data as authorized by law.

Details related to Applicants and Parents/Legal Guardians are mandatory for the selection process and are requested once the applicant applies for admission to attend this school.

After the successful admission of Applicants to the school, personal details belonging to Parents/Legal Guardians become essential for the smooth running of the school.

An Applicant’s records may also include a photograph for which a separate consent will be requested from the Parents/Legal Guardians.

Parents/Legal Guardians are required to inform the school instantly of any changes to the registration details of the Applicant. Such information needs to be kept up to date.
All individuals whose personal details are on the School’s books are entitled to know what information the School has, as well as, the manner in which such information is used.

A request to access this information may be submitted in writing to the Head of School and duly signed by the Parents/Legal Guardians.

**PART No 6: THE GENERIC NOTES ABOUT THE SCHOOL SUBJECTS.**

The Visual and Performing Arts School puts significant weight on the teaching of the five art forms. However, much attention have been afforded to other subjects, thus giving a balanced combination of dedicated (the five Art Forms) and traditional areas of study as proposed by the National Curriculum Framework.

**Information regarding subject lessons for Year 7 (Form One) and Year 8 (Form Two).**

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>40 minute lessons per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>Maltese</td>
<td>4 lessons</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>5 lessons</td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>3 lessons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Maths</td>
<td>5 lessons</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>Science</td>
<td>4 lessons</td>
</tr>
<tr>
<td></td>
<td>ICT</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>PE</td>
<td>2 lessons</td>
</tr>
<tr>
<td>Religious and Ethics Education</td>
<td>Religion/Ethics</td>
<td>2 lessons</td>
</tr>
<tr>
<td>Humanities &amp; Education for Democracy</td>
<td>Geography</td>
<td>1 lesson</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>1 lesson</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>1 lesson</td>
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<tr>
<td></td>
<td>PSCD</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>Art</td>
<td>10 lessons (8 lessons/week for each of the chosen Art Form)</td>
</tr>
<tr>
<td></td>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td></td>
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<tr>
<td></td>
<td>Media</td>
<td></td>
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<tr>
<td></td>
<td>Music</td>
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Information regarding subject lessons for Year 9 to Year 11 (Form 3 to Form 5).

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
<th>40 minute lessons per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>Maltese</td>
<td>4 lessons</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>5 lessons</td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>3 lessons</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Maths</td>
<td>5 lessons</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>Core Science / Physics</td>
<td>4 lessons</td>
</tr>
<tr>
<td></td>
<td>Chemistry / Biology</td>
<td></td>
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<tr>
<td></td>
<td>ICT</td>
<td>1 lesson</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>PE</td>
<td>2 lessons</td>
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<td></td>
<td>PSCD</td>
<td>2 lessons</td>
</tr>
<tr>
<td>Religious and Ethics Education Humanities</td>
<td>Religion/Ethics</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Education for Democracy</td>
<td>Humanities</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>Option Subject: Art Dance Drama Media Music</td>
<td>8 lessons</td>
</tr>
<tr>
<td>School-based Choices</td>
<td>One Subject from One Block: Block A – Art forms</td>
<td>4 lessons</td>
</tr>
<tr>
<td></td>
<td>Block B – Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Block C – Technical Subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Block D - Humanities</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** | **40 LESSONS**
**ADDITIONAL INFORMATION - PLEASE SCROLL DOWN WELL**

This information is meant for those who choose DRAMA, MUSIC and DANCE.

Download and print. Fill in the part that you are interested in, cut and send by post to:

Principal’s Office,  
St. Thomas More College,  
M’Xlokk Primary School,  
Triq L-Arznell,  
M’Xlokk MXK 1432

Attention: Ms. Jeanette Debono  
Contact No: 21652705

Cut here:

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**INFORMATION REGARDING DRAMA (Read well, cut and send.)**

**REFERRAL:**

**Drama School:** Name and addresses of accredited drama schools, dates and hours per week attended, starting with the current engagement.

<table>
<thead>
<tr>
<th>Name and Address of Drama School</th>
<th>Dates Attended</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**PORTFOLIO:**

**Training to Date:** Listing of previous drama training until present. Kindly attach all relevant examination reports/certificates.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>YES</th>
<th>NO</th>
<th>Most recent examination sat for.</th>
<th>Examining board, level, date, taken and result.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensemble Performance</td>
<td>___</td>
<td>___</td>
<td>_____________________________</td>
<td>_____________________________________________</td>
</tr>
<tr>
<td>Solo Performance</td>
<td>___</td>
<td>___</td>
<td>_____________________________</td>
<td>_____________________________________________</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>___</td>
<td>___</td>
<td>_____________________________</td>
<td>_____________________________________________</td>
</tr>
<tr>
<td>Character</td>
<td>___</td>
<td>___</td>
<td>_____________________________</td>
<td>_____________________________________________</td>
</tr>
<tr>
<td>Other (Please State)</td>
<td>___</td>
<td>___</td>
<td>_____________________________</td>
<td>_____________________________________________</td>
</tr>
</tbody>
</table>
INFORMATION REGARDING DRAMA (Choose one and prepare it for the audition).

You can choose a piece in Maltese that can be found in the Maltese version of Notes to Students and Parents.

**SKAR**

I never thought hyenas could be useful. They need convincing. But pride appeals to them. I told them to be prepared for a chance of a lifetime; to welcome in the shining new era I had in mind. They couldn’t figure their roles in my circle of life, so they were ready to follow. I was to become their teacher. They asked all about what was to be done and how to get there. I caught their attention. Then I mentioned the death of the King. They were going to! Yes!

**URSULA**

Fortunately, I know a little magic, and I use it on behalf of the miserable, the lonely, and the depressed who live in pain and need. For example, one girl came to me longing to be thinner. Another guy wanted to get a girl. They were made a perfect match with the help of some magic. As it happened, a couple of times some couldn't pay, and I had to be strict. I've had the odd complaint. But, on the whole, I've been a saint!

**BELLE**

I come from a little town … a quiet village, full of little people. Every day is the same, starting with greetings of Bonjour! I love to go to the bookshop … almost every day. On my way, I meet the baker carrying the same old bread and rolls … people are gossiping around on what happened. The farmer recently is taking his produce to the market while the tailor opens his shop, and everybody is happily greeting everybody with Bonjour!

**ALADIN**

Dear friend, I must struggle to make ends meet. I have to eat to live. I have to steal to eat. I live my life, one trick ahead of disaster, one swing ahead of the sword. I steal only what I can't afford. I go in and out of trouble easily. I have many enemies, and beside me, I have Abu, my pet monkey as a friend. Many say I hit bottom ... some call me street rat, others call me scoundrel, and dare to blame my parents and upbringing, except I haven’t got parents!
## INFORMATION REGARDING MUSIC (Read well and send.)

### REFERRAL:

**Training to Date:** Listing of previous music training until present. Kindly attach all relevant examination reports/certificates. **Students should have a minimum of grade 2 distinction in both theory and practice. Students with a lower grade will be considered.**

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Instrument</th>
<th>Most recent examination sat for.</th>
<th>Examining board level, date,</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Instrument 01</em></td>
<td>___ ___</td>
<td>______________________</td>
<td>_____________________</td>
</tr>
<tr>
<td><em>Instrument 02</em></td>
<td>___ ___</td>
<td>______________________</td>
<td>_____________________</td>
</tr>
<tr>
<td><em>Music Theory</em></td>
<td>YES NO</td>
<td>______________________</td>
<td>_____________________</td>
</tr>
</tbody>
</table>

**Students who are in possession of Grade Two with Distinction in Theory and in Instrument playing will take priority.**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Most recent Examination</th>
<th>Examining Board, Level, Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Instrument 01</em></td>
<td>______________________</td>
<td>_____________________</td>
</tr>
<tr>
<td><em>Instrument 01</em></td>
<td>______________________</td>
<td>_____________________</td>
</tr>
<tr>
<td><em>Instrument 02</em></td>
<td>______________________</td>
<td>_____________________</td>
</tr>
<tr>
<td><em>Instrument 02</em></td>
<td>______________________</td>
<td>_____________________</td>
</tr>
<tr>
<td><em>Music Theory</em></td>
<td>YES NO</td>
<td>______________________</td>
</tr>
</tbody>
</table>
# INFORMATION REGARDING DANCE (Read well and send.)

**Dance School:** Name and addresses of dance schools, teachers, dates and hours per week attended, starting with the current teacher.

<table>
<thead>
<tr>
<th>Name of Dance</th>
<th>Teacher Name and Address of Dance School</th>
<th>Dates Attended</th>
<th>Hours/week</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Portfolio:**

**Training to Date:** Listing of previous dance training until present. Kindly attach all relevant examination reports.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>YES</th>
<th>NO</th>
<th>Most recent examination sat for.</th>
<th>Examining board, level, date taken and result.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Ballet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary Dance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern/Jazz</td>
<td></td>
<td></td>
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<tr>
<td>Character</td>
<td></td>
<td></td>
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<tr>
<td>Pointe Work</td>
<td></td>
<td></td>
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<tr>
<td>(if yes, how much)</td>
<td></td>
<td></td>
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<tr>
<td>Other (Please State)</td>
<td></td>
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</tbody>
</table>

**Photograph requirements:** Applicants should enclose with their application full length photographs (not larger than 10cm x 13 cm) of themselves in practice clothes in the positions as follows:

1. **Demi plié** in first position, arms in 2nd
2. **Tendu devant efface** (open position), arms in 2nd
3. **First arabesque, en l’air** (facing side)

Please note that girls must wear a leotard without a skirt and hair must be presented in a neat and tidy bun. Boys must wear leotard or fitted T-shirt and tights.

The photos can be sent in a printed format with the above information by post to the address given above.

If photos are not available students will be given times and fee for the photos to be taken prior to the audition class.
**INFORMATION REGARDING VISUAL ART** (Read well and follow.)

The information below has to be written by the Visual Art teachers at the back of each of the five pieces of work that are presented in the portfolio.

<table>
<thead>
<tr>
<th>Name of teacher writing referral:</th>
<th>________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College and School:</td>
<td>________________________________</td>
</tr>
<tr>
<td>School Phone No:</td>
<td>________________________________</td>
</tr>
<tr>
<td>I.D.Card No:</td>
<td>________________________________</td>
</tr>
<tr>
<td>Email address:</td>
<td>________________________________</td>
</tr>
</tbody>
</table>
THE MALTA VISUAL AND PERFORMING ARTS SCHOOL

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THE GUIDE TOWARDS SUCCESS

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