



Grades 3-6 Choral Audition Overview and Requirements

Auditions for the 2021-2022 school year will be in an online format where students will view an instructional video and then record themselves performing a prepared, memorized song (see grade specific details below) AND several exercises to determine their music ability. Ensure that your student is seen clearly in the camera frame of the audition recording. The entire body should be visible. Your student should watch the full **Audition Instruction Video** to make sure they understand the procedures and then record their audition.

Evaluation - Students will be evaluated on the following standards as demonstrated by their prepared piece and the guided exercises.

Prepared Piece	Guided Exercises
<p>Preparation - The student is clearly familiar with the song and can perform it with correct pitch and rhythm from beginning to end.</p> <p>Vocal Production - The student is able to perform the piece with a healthy tone and minimal signs of vocal strain.</p> <p>Expression - The student performs the piece with vocal and facial expression.</p> <p>Stage Presence - The student can perform the piece without losing focus and refrains from distracting behaviors (scratching, playing with clothes, etc.).</p>	<p>Imitative Exercises - Student demonstrates an ability to accurately imitate rhythmic and tonal patterns.</p>

Prepared Piece Requirements

Task - Applicants will perform a piece that is thoroughly prepared and memorized.

- Begin the performance by stating, "Hello, my audition number is _____. I will be singing (insert name of piece).
- The performance should be a minimum of 30 seconds and no more than 2 minutes in length.
- When choosing material for these auditions, students may not choose commercial music (pop, country, contemporary christian, hip-hop, etc.). Selections may come from musicals, folk songs, and traditional hymns.
- Optional pieces can be found on our website.

Elementary Choir Audition Score Sheet

Audition Number: _____ Rising Grade: _____ Audition Date: _____

Musical Selection/s Title/s: _____

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence 0 point	Result
Musical Selection Performance						
Preparation	4	3	2	1	0	
Vocal Production	4	3	2	1	0	
Expression	4	3	2	1	0	
Stage Presence	4	3	2	1	0	
Tonal Imitation	4	3	2	1	0	
Rhythmic Imitation	4	3	2	1	0	
Panelist Initials				Total Score		
Rising Grade _____ Rank _____	Total Score /24 X 100 =		Adjusted to 100 Point Scale			
	Best possible score 24/24					

Musical Selection Performance					
KEY LOOK-FORS	Exceptional (Above Standard) 4 points	Admirable (At Standard) 3 points	Developing (Near Standard) 2 points	Novice (Below Standard) 1 points	No Evidence 0 point
Preparation	The student clearly performed correct pitches and rhythm throughout the entire piece. The piece was completely memorized.	The student performed mostly correct pitches and rhythm throughout the entire piece. The piece was mostly to completely memorized.	The student makes a moderate number of pitch and rhythmic mistakes. The piece was somewhat memorized or the student relied heavily on sheet music to complete their performance.	The student makes a significant number of pitch and rhythmic mistakes. They rely heavily on their sheet music while performing or are unable to sing the piece without it.	The student did not seem able to perform the piece with or without their sheet music. They did not seem to have an understanding of the pitch or rhythms of the piece.
Vocal Production	The singer performed without vocal tension and accessed their head voice for the duration of their performance.	The singer performed with minor vocal tension and accessed their head voice for the majority of their performance.	The singer performed with moderate vocal tension and accessed their head voice for a portion of their performance.	The singer performs with significant vocal tension and accesses their head voice for little of their performance.	The singer performed with significant vocal tension and did not access their head voice during their performance.
Expression	The singer performed with musical and facial expression throughout their entire performance.	The singer performed with musical and facial expression through most of their performance.	The singer performed with musical and facial expression through some of their performance.	The singer performed with musical and facial expression through little of their performance.	The singer demonstrated no expressive qualities during their performance.
Stage Presence	The singer was physically engaged throughout the entirety of their performance.	The singer was physically engaged throughout most of their performance.	The singer was physically engaged throughout some of their performance.	The singer was physically engaged throughout little of their performance.	The singer was not engaged and demonstrated distracted behaviors throughout their performance.

Guided Exercises

KEY LOOK-FORS	Exceptional (Above Standard) 4 points	Admirable (At Standard) 3 points	Developing (Near Standard) 2 points	Novice (Below Standard) 1 points	No Evidence 0 point
Imitative Tonal Exercises	The singer was able to accurately recreate <i>all</i> tonal patterns.	The singer was able to accurately recreate <i>most</i> tonal patterns. If they made mistakes on the initial imitation, they were able to correct them on following imitations.	The singer was able to accurately recreate <i>some</i> tonal patterns. If they made mistakes on the initial imitation, they were able to correct some of them on following imitations.	The singer was able to accurately recreate <i>few</i> tonal patterns. They struggled to correct mistakes.	The singer was able to accurately recreate <i>no</i> tonal patterns and did not show ability to correct mistakes when given the opportunity.
Imitative Tonal Exercises	The singer was able to accurately recreate <i>all</i> rhythmic patterns.	The singer was able to accurately recreate <i>most</i> rhythmic patterns. If they made mistakes on the initial imitation, they were able to correct them on following imitations.	The singer was able to accurately recreate <i>some</i> rhythmic patterns. If they made mistakes on the initial imitation, they were able to correct them on following imitations.	The singer was able to accurately recreate <i>few</i> rhythmic patterns. If they made mistakes on the initial imitation, they were able to correct them on following imitations.	The singer was able to accurately recreate <i>no</i> rhythmic patterns and did not show an ability to correct mistakes when given the opportunity.

Professionalism

KEY LOOK-FORS	Exceptional (Above Standard) 4 points	Admirable (At Standard) 3 points	Developing (Near Standard) 2 points	Novice (Below Standard) 1 points	No Evidence 0 point
	The student was prepared, and followed directions throughout the entirety of their audition.	The student was prepared and followed directions throughout most of their audition.	The student struggled somewhat to follow instructions and was not fully prepared.	The student was not prepared and was unable to follow most instructions.	The student did not prepare for their audition and did not follow along with the instructions in the guided exercises.

Grades 7-12 Choral Audition Overview and Requirements

Auditions for the 2021-2022 school year will be in an online format where students will view an instructional video and then record themselves performing a prepared, memorized piece (see grade specific details below), answer questions about basic musical knowledge, sight-read a short example, and perform rhythm and solfege recall exercises.

Ensure that your student is seen clearly in the camera frame of the audition recording. The entire body should be visible. Provide your student with enough room to move around freely (8 to 10 feet is recommended). Your student should watch the full **Audition Instruction Video** from beginning to end and then record themselves performing.

Attire - Students should wear semi-professional clothing without distracting accessories.

Evaluation - Students will be evaluated on the following standards.

Memorized Musical Selection	Musical Knowledge	Sight-Reading
Pitch/Intonation	Music Literacy (i.e. note names, musical terminology, rhythmic notation, key signatures, etc.)	Confidence
Tonal Production		Rhythmic/Tonal Precision
Diction/Articulation	Solfege Recall	Corrective Behavior
Musicality	Rhythmic Reading	

7th and 8th Grade Musical Selection Requirements

Task - Rising 7th and 8th grade singers will perform a memorized musical selection that is thoroughly prepared and memorized.

- Begin the piece performance with an introduction. "Hello, my audition number is _____. I will be singing (insert name of piece) by (insert the name of composer).
- The performance should be a minimum of 1 minute and no more than 1.5 minutes in length.
- When choosing material for these auditions, students should choose pieces that are age appropriate.
- The selection should be from the Class I or II University Interscholastic League Prescribed Music List or a comparable selection. (<http://wwwdev.uiltexas.org/pml/>)
- Selections should NOT be contemporary mainstream music.
- Students may need assistance from an outside choral teacher or vocal coach to navigate which piece is appropriate for their audition.

9th - 12th Grade Musical Selection Requirements

Task - Rising 9th - 12th graders will perform two contrasting pieces that are thoroughly prepared and memorized.

- Begin the performance with an introduction. "Hello, my audition number is _____. I will be singing (insert name of piece) by (insert the name of the composer).
- Each of the two contrasting pieces should be a minimum of one minute and no more than 1.5 minutes in length.
- When choosing material for these auditions, students should choose pieces that are age appropriate.
- The selection should be from the Class II or III University Interscholastic League Prescribed Music List or a comparable selection. (<http://wwwdev.uiltexas.org/pml/>)
- Selections should NOT be contemporary mainstream music.
- Students may need assistance from an outside choral teacher or vocal coach to navigate which piece is appropriate for their audition.

Grades 7-12 Choral Audition Score Sheet

Audition Number: _____ Rising Grade: _____ Audition Date: _____

Musical Selection/sTitle/s: _____

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence 0 point	Result
Musical Selection Performance(s)						
Pitch/Intonation	4	3	2	1	0	
Tonal Production	4	3	2	1	0	
Diction/Articulation	4	3	2	1	0	
Musicality	4	3	2	1	0	
Musical Knowledge						
Solfege Recall	4	3	2	1	0	
Rhythmic Reading	4	3	2	1	0	
Music Literacy	4	3	2	1	0	
Sight-Reading						
Confidence	4	3	2	1	0	
Precision	4	3	2	1	0	
Corrective Behavior	4	3	2	1	0	
Rising Grade _____ Rank _____			Total _____ /40 X 100 = Best possible score 40/40		Adjusted to 100 Point Scale	

7th-12th Choral Audition Rubric

Musical Selection Performance

7th and 8th grade - Prepare one musical selection that is between 1 minute and 1.5 minutes long.
 9th-12th grade - Prepare two contrasting musical selections that are between 1 minute and 1.5 minutes each.

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence 0 point
Pitch/Intonation	Singer accurately sang the pitches and had no intonation issues.	Singer maintained pitch accurately with only minor intonation issues.	Singer sang some correct pitches and had intonation issues.	Singer struggled to maintain pitch and/or struggled to remain in tune.	Singer could not maintain pitch and/or could not sing in tune with the accompaniment or a cappella.
Tonal Production	Singer's tone is uniform, consistent, and well controlled throughout. Lapses are infrequent and minor in nature.	Singer's tonal production problems are infrequent. There were occasional lapses in tone caused by extremes of range/volume.	Singer's tone quality had some harshness and/or distortion at extended ranges/volume levels. There were some inconsistencies in the tone quality.	Singer had a fundamental understanding of good tone production, but the extremes of volume and register are often out of control.	Singer had a lack of understanding of proper tone quality. Pitches are over sung, causing distorted sounds in all ranges and registers. There is a lack of proper air support to produce a quality sound.
Diction/ Articulation	Singer's diction was clear and accurate with only minor inconsistencies.	Singer's diction/articulation was clear and accurate with only occasional inconsistencies.	Singer's diction/articulation was adequate but inconsistent.	Singer's diction/articulation was inconsistent and only intelligible occasionally.	Singer's diction/articulation was poor and inaccurate.
Musicality	Singer's performance was stylistically accurate with great attention paid to the shaping of phrases.	Singer's performance was stylistically accurate most of the time; most of the phrases had a musical shape.	Singer's performance was stylistically accurate some of the time; there was a basic attempt to shape phrases.	Singer had little stylistic interpretation of the music; there was minimal attempt to shape phrases.	Singer's performance was stylistically inaccurate; there are no discernable phrases.

Musical Knowledge

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence 0 point
Solfege Recall	Singer had exceptional knowledge of solfege with comprehension of hand signs. No difficulty singing back what was sung to them. Could “sing what they saw” for any interval. Could sing a scale in tune.	Singer had intermediate knowledge of solfege with comprehension of hand signs. No difficulty singing back what was sung to them. Could “sing what they saw” for more complex intervals. Could sing a scale in tune.	Singer had basic knowledge of solfege and understanding of hand signs. Minimal difficulty in singing back what was sung to them. Could “sing what they saw” for basic intervals. Could sing most of a scale in tune.	Singer knew what solfege is and some hand signs, but had difficulty singing back what was sung to them. Could not “sing what they saw” when prompted with hand signs. Could sing parts of a scale in tune.	Singer did not know hand signs, solfege, and/or could not recall what was sung to them. Could not “sing what they saw” when prompted with hand signs. Could not sing a scale in tune.
Rhythmic Reading	Singer had exceptional knowledge of rhythmic notation, could express what symbols mean, could understand more complicated questions about rhythmic notation, and could articulate their knowledge in practice.	Singer had intermediate knowledge of rhythmic notation, could express what symbols mean, could understand more complicated questions about rhythmic notation, and could articulate most of their knowledge in practice.	Singer had basic knowledge of rhythmic notation, could express what symbols mean, and could articulate some of them in practice.	Singer had minimal knowledge of rhythmic notation and could express what symbols mean but could not articulate them in practice.	Singer had no knowledge of rhythmic notation.
Music Literacy	Singer had exceptional knowledge of musical terminology, musical notation, solfege, and fundamentals. (i.e. could identify musical symbols, knew their meaning, put them into practice, and could extrapolate on musical ideas).	Singer had intermediate knowledge of musical terminology, musical notation, solfege, and fundamentals. (i.e. could identify musical symbols, knew their meaning, and put some into practice).	Singer had basic knowledge of musical terminology, musical notation, solfege, and fundamentals. (i.e. could identify musical symbols, knew their meaning, and could express their ideas)	Singer had minimal knowledge of musical terminology, musical notation, solfege, and fundamentals. (i.e. could identify musical symbols but may not have known what they mean)	Singer had no knowledge of musical terminology, musical notation, solfege, or fundamentals of music.

Sight-Reading

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence 0 point
Confidence	Singer attempted exercises and kept going regardless of mistakes. Exercise attempt was mostly accurate.	Singer attempted exercises and kept going regardless of mistakes. Exercise attempt was mostly accurate.	Singer attempted exercises and kept going regardless of mistakes. Exercise attempt was mostly inaccurate.	Singer attempted exercise, but gave up. Exercise attempt was mostly inaccurate.	Singer did not try the exercise.
Precision	6-8 measures sung correctly.	4-6 measures sung correctly.	2-4 measures sung correctly.	0-2 measures sung correctly.	0/8 measures sung correctly.
Corrective Behavior	Singer attempted the exercise again with a positive attitude and without provocation. Singer sang more musically for their second read.	Singer willingly attempted the exercise again with a positive attitude and without provocation. Singer sang one to two measures more correctly.	Singer willingly attempted the exercise again with provocation. Singer maybe sang one to two measures more correctly.	Singer attempted the exercise again with a negative attitude. Singer maybe sang one measure more correctly.	Singer refused to try the exercise again.