



## Grades 3-6 Choral Audition Overview and Requirements

Auditions for the 2022-2023 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 specific details below) AND several guided musical exercises. Ensure that your student is seen clearly in the camera frame of the audition recording. The entire body should be visible for the whole audition. Your student should watch the full **Audition Instructional Video** to make sure they understand the procedures and then record their audition.

**Attire** - Students should wear semi-professional clothing without distracting accessories.  
Example: khaki pants and a shirt with a collar

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

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

## **Task #1 - Prepared Piece**

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

- Begin the performance by stating, “Hello, my audition number is \_\_\_\_\_, and I am auditioning for \_\_\_\_\_ grade. 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.
- Two optional pieces can be found on our website. You may access them by clicking on the links below: [My Country 'Tis of Thee](#), [O Give Me Wings](#)
- Applicants may record their performance accompanied or unaccompanied. If a recording is used for accompaniment make sure it does not include any vocals.

## **Task #2 - Guided Exercises**

Applicants will record themselves following along with guided exercises that will focus on:

- Tonal Patterns
- Rhythmic Patterns

# Grades 3-6 Choir Audition Score Sheet

Audition Number: \_\_\_\_\_ Rising Grade: \_\_\_\_\_ Audition Date: \_\_\_\_\_

Musical Selection Title: \_\_\_\_\_

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence 0 point	Total
<b>Musical Selection Performance</b>						
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	
<b>Guided Exercises</b>						
Tonal Imitation	4	3	2	1	0	
Rhythmic Imitation	4	3	2	1	0	
<b>Panelist Initials</b>						
			<b>Total Score</b>			
<b>Rising Grade</b> _____	<b>Total Score /24 X 100 =</b>		<b>Adjusted to 100 Point Scale</b>			
	Best possible score 24/24					

### Grades 3-6 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 <i>clearly</i> performed correct pitches and rhythm throughout the entire piece. The piece was completely memorized.	The student performed <i>mostly</i> correct pitches and rhythm throughout the entire piece. The piece was mostly to completely memorized.	The student makes a <i>moderate</i> 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 <i>significant</i> 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 <i>without vocal tension</i> and accessed their head voice for the duration of their performance.	The singer performed with <i>minor vocal tension</i> and accessed their head voice for the majority of their performance.	The singer performed with <i>moderate vocal tension</i> and accessed their head voice for a portion of their performance.	The singer performs with <i>significant vocal tension</i> and accessed their head voice for little of their performance.	The singer performed with <i>significant vocal tension</i> and did not access their head voice during their performance.
Expression	The singer performed with musical and facial expression <i>throughout</i> their entire performance.	The singer performed with musical and facial expression through <i>most</i> of their performance.	The singer performed with musical and facial expression through <i>some</i> of their performance.	The singer performed with musical and facial expression through <i>little</i> of their performance.	The singer demonstrated no expressive qualities during their performance.
Stage Presence	The singer was physically engaged throughout the <i>entirety</i> of their performance.	The singer was physically engaged throughout <i>most</i> of their performance.	The singer was physically engaged throughout <i>some</i> of their performance.	The singer was physically engaged throughout <i>little</i> of their performance.	The singer was not engaged and demonstrated distracted behaviors throughout their performance.

## Grades 3-6 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 Rhythmic 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. They struggled to correct mistakes.	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.