



Grades 3-6 Choral Audition Overview and Requirements

Auditions for the 2023-2024 school year will be in person at FWAFA where students will meet in a small group setting to work with other singers and music personnel. They will then be asked to perform a prepared, memorized song (see specific details below) AND several guided musical exercises.

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 individual prepared piece and the group workshop and guided exercises.

Prepared Piece	Group Workshop and 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 refrain from distracting behaviors (scratching, fidgeting, playing with clothes, etc.).</p>	<p>Group Workshop - Students will participate in an ensemble audition setting which will include a choral-related activity or game.</p> <p>Imitative Exercises - The student demonstrates an ability to accurately imitate rhythmic and tonal patterns.</p>

Task #1 - Group Workshop and Guided Exercises

Students will participate in an ensemble audition setting which will include a choral-related activity or game.

Applicants will also be guided with exercises that will focus on:

- Tonal Patterns
- Rhythmic Patterns

Task #2 - 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 perform their piece unaccompanied or accompanied if they bring an accompanist with them.

Grades 3-6 Choral Audition Score Sheet

Audition Number: _____

Rising Grade: _____

Audition Date: _____

Musical Selection Title: _____

	Exceptional 4 Points	Admirable 3.5 points	Admirable 3 points	Developing 2.5 points	Developing 2 points	Novice 1.5 points	Novice 1 points	Little Evidence 0.5 points	No Evidence 0 points	Total
Musical Selection Performance										
Preparation	4	3.5	3	2.5	2	1.5	1	0.5	0	
Vocal Production	4	3.5	3	2.5	2	1.5	1	0.5	0	
Expression	4	3.5	3	2.5	2	1.5	1	0.5	0	
Stage Presence	4	3.5	3	2.5	2	1.5	1	0.5	0	
Guided Exercises										
Tonal Imitation	4	3.5	3	2.5	2	1.5	1	0.5	0	
Rhythmic Imitation	4	3.5	3	2.5	2	1.5	1	0.5	0	
	Panelist Initials				Total Score					
Rising Grade _____	Total Score /24 X 100 =				Adjusted to 100 Point Scale					
	Best possible score 24/24									

Grades 3-6 Musical Selection Performance

KEY LOOK-FORS	Exceptional (Above Standard) 4 points	Admirable (At Standard) 3-3.5 points	Developing (Near Standard) 2-2.5 points	Novice (Below Standard) 1-1.5 points	Little Evidence 0.5 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 showed little evidence of being able to perform the piece with or without their sheet music. They showed little evidence for understanding the pitches or rhythms of the piece.	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 tried to access their head voice but performed with <i>significant vocal tension</i> .	The singer performed with <i>significant vocal tension</i> and did not try to 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 performed with either musical or 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 tried to be engaged, but still demonstrated distracted behaviors throughout their performance.	The singer did not engage and demonstrated distracted behaviors throughout their performance.

Grades 3-6 Guided Exercises

KEY LOOK-FORS	Exceptional (Above Standard) 4 points	Admirable (At Standard) 3-3.5 points	Developing (Near Standard) 2-2.5 points	Novice (Below Standard) 1-1.5 points	Little Evidence 0.5 points	No Evidence 0 point
Tonal Imitation	The singer was able to accurately recreate all tonal patterns.	The singer was able to accurately recreate most 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 some 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 few tonal patterns. They struggled to correct mistakes.	The singer was able to accurately recreate one or two tonal patterns and did not correct mistakes.	The singer was able to accurately recreate no tonal patterns and did not show ability to correct mistakes when given the opportunity.
Rhythmic Imitation	The singer was able to accurately recreate all rhythmic patterns.	The singer was able to accurately recreate most 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 some 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 few rhythmic patterns. They struggled to correct mistakes.	The singer was able to accurately recreate one or two rhythmic patterns and did not correct mistakes.	The singer was able to accurately recreate no rhythmic patterns and did not show an ability to correct mistakes when given the opportunity.