



Grades 3-6 Choral Audition Overview and Requirements

Choral Auditions will be in person at FWFA 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.

Group Workshop and Guided Exercises	Prepared Piece
<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>	<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>

Task #1 - Group Workshop and Guided Exercises

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

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

- Tonal Patterns
- Rhythmic Patterns

Task #2 - Prepared Piece

Students 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 between 30 seconds and 2 minutes in length.
- When choosing material for these auditions, selections may come from musicals, folk songs, and traditional hymns. Please avoid commercial or pop music as an audition selection.
- Two optional audition 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](#)
- Students will be expected to perform their piece without accompaniment.

Grades 3-6 Choral Audition Score Sheet

Audition Number: _____

Rising Grade: _____

Audition Date: _____

Musical Selection Title: _____

	Above Standard 4 Points	At Standard 3.5 Points	At Standard 3 Points	Near Standard 2.5 Points	Near Standard 2 Points	Below Standard 1.5 Points	Below Standard 1 Point	Little Evidence .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	
Engagement/Interest in the Process	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									

Continue reading for a more thorough explanation of the rubric used to score students auditioning for 3rd-6th grade choir

Grades 3-6 Musical Selection Performance

CRITERIA	Above Standard 4 points	At Standard 3-3.5 points	Near Standard 2-2.5 points	Below Standard 1-1.5 points	Little Evidence 0.5 points	No Evidence 0 points
Preparation	The student clearly performs correct pitches and rhythm throughout the entire piece. The piece is completely memorized.	The student performs mostly correct pitches and rhythm throughout the entire piece. The piece is mostly to completely memorized.	The student makes a moderate number of pitch and rhythmic mistakes. The piece is 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 shows little evidence of being able to perform the piece with or without their sheet music. They show little evidence for understanding the pitches or rhythms of the piece.	The student is not able to perform the piece with or without their sheet music. They do not seem to have an understanding of the pitch or rhythms of the piece.
Vocal Production	The singer performs without vocal tension and accesses their head voice for the duration of their performance.	The singer performs with minor vocal tension and accesses their head voice for the majority of their performance.	The singer performs with moderate vocal tension and accesses 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 attempts to access their head voice but performs with significant vocal tension .	The singer performs with significant vocal tension and does not attempt to access their head voice during their performance.
Expression	The singer performs with musical and facial expression throughout their entire performance.	The singer performs with musical and facial expression through most of their performance.	The singer performs with musical and facial expression through some of their performance.	The singer performs with musical and facial expression through little of their performance.	The singer performs with either musical or facial expression through little of their performance.	The singer does not demonstrate any expressive qualities during their performance.
Engagement/ Interest in the process including stage presence	The singer is physically engaged throughout the entirety of their performance.	The singer is physically engaged throughout most of their performance.	The singer is physically engaged throughout some of their performance.	The singer is physically engaged throughout little of their performance.	The singer attempts engaged the audience, but still demonstrates distracted behaviors throughout their performance.	The singer does not engage the audience and demonstrates distracted behaviors throughout their performance.

Grades 3-6 Guided Exercises

CRITERIA	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 is able to accurately recreate all tonal patterns.	The singer is able to accurately recreate most tonal patterns. If they make mistakes on the initial imitation, they are able to correct them on following imitations.	The singer is able to accurately recreate some tonal patterns. If they make mistakes on the initial imitation, they are able to correct some of them on following imitations.	The singer is able to accurately recreate few tonal patterns. They struggle to correct mistakes.	The singer is able to accurately recreate one or two tonal patterns and does not correct mistakes.	The singer is not able to accurately recreate any tonal patterns and does not show ability to correct mistakes when given the opportunity.
Rhythmic Imitation	The singer is able to accurately recreate all rhythmic patterns.	The singer is able to accurately recreate most rhythmic patterns. If they make mistakes on the initial imitation, they are able to correct them on following imitations.	The singer is able to accurately recreate some rhythmic patterns. If they make mistakes on the initial imitation, they are able to correct them on following imitations.	The singer is able to accurately recreate few rhythmic patterns. They struggle to correct mistakes.	The singer is able to accurately recreate one or two rhythmic patterns and does not correct mistakes.	The singer is not able to accurately recreate any rhythmic patterns and does not show an ability to correct mistakes when given the opportunity.