

4/7/2020

CFHS Band

Band Video Audition Information

What is needed?

- Instrument
 - Video Recording Device (phone, laptop, smart tablet)
 - Music can be used! No memory required!
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How shall I structure my video?

- Begin by stating your first name, last name (no nicknames please), and what instrument you play.
- Play two of the required scales (exact scales determined at a later date), **NO CHROMATIC!!**
- Play both Etudes-And you are done!!!

Please play all parts of the audition in one sitting without stopping or interruption*

Where do I submit my video?

- Search for Google Classroom on your web browser
 - Sign in with your google account (create one or use parents)
 - Click the + sign on the right-hand corner and click join class
 - Enter class code: (Will be released on Sunday April 19th)
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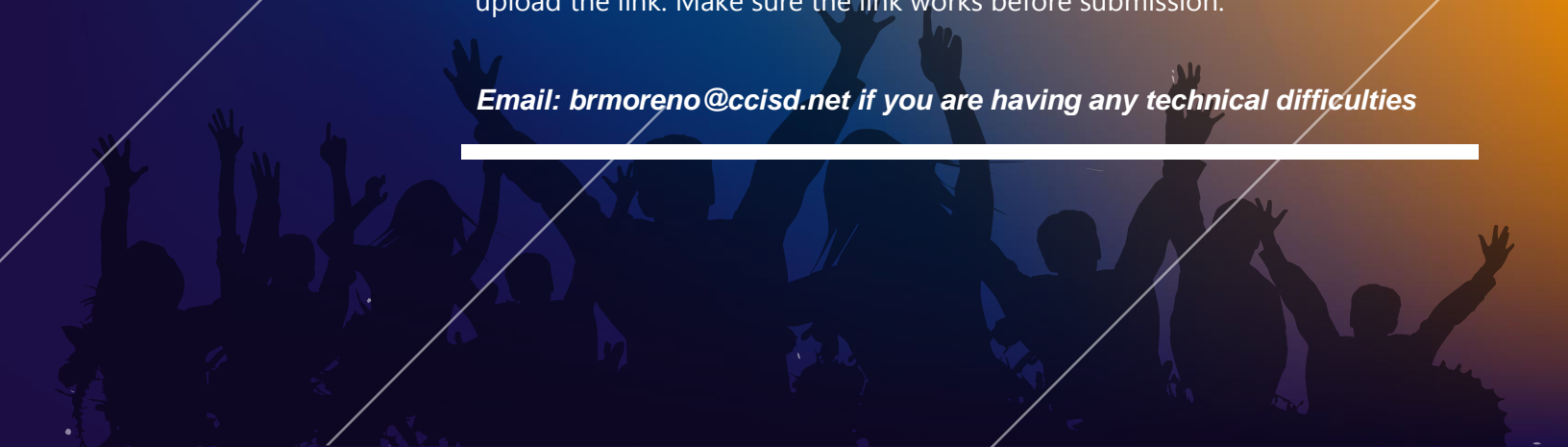
Finish the following steps!

- Click assignment: "Audition Video"
- On the right-hand side is a box that says 'Your Work'
 - Click 'Add or Create'
 - Click File or Link depending on your video upload
 - A window will say 'Drag files here':
 - a. Click 'select files from your device'
 - Select your file/link
- Click upload
- Click 'Turn in'
- 'Turn in your work?' will appear, select 'turn in'
- Video is submitted!

** Videos from a phone or iPad are acceptable, please make sure it is not burry.

** You may choose to upload your video to a private YouTube channel and upload the link. Make sure the link works before submission.

Email: brmoreno@ccisd.net if you are having any technical difficulties

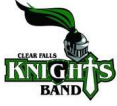




Audition Scoring Part I (Scales)

Scale Performance Standards (10 point scale)

- Ten (10)
 - There are no discernible flaws to the most discriminating listener. The presentation takes on all positive characteristics of a professional performance.
- Nine (9)
 - Maximum tempo is used for the instrument. The scale is well in tune and the performance is perceived as effortless. The performer plays the scale melodically with proper phrase direction, shape and tonal energy. All elements of musicality are present.
- Eight (8)
 - Tempos are approaching maximum for the instrument. Tone quality is consistent and well-developed over all ranges. Vibrato is refined and mature. Inconsistencies in pitch in extreme ranges may exist to a small degree. Articulation is clear over the range of the scale and does not cause distraction.
- Seven (7)
 - Takes on all positive characteristics of a “6” but at a faster tempo. There is melodic direction and the scale begins to take on a refined feeling.
- Six (6)
 - Starts and articulation are clear and tone quality is characteristic. Technique is even and there is no smearing. The scale is not perceived as slow. Rhythm is totally accurate regarding relation of quarter note and eighth notes: The scale does not rush or drag on the key notes. Octave tuning has been addressed though inconsistencies may exist in the extreme ranges. Vibrato is present on long notes and the last note finishes the phrase musically.
- Five (5)
 - **All notes are correct.** Tone is developing properly but may be inconsistent in the extreme ranges. Rhythm is even or very close and the correct range was performed. Vibrato may or may not be present. Articulation is consistent but may be in need of further attention.
- Four (4)
 - Most notes are correct but rhythm may be uneven or the scale was played too fast for accuracy. Tone quality may not be refined but would not be considered poor. Correct range was attempted but may not have been completed.
- Three (3)
 - Some of the notes are correct. Tone quality may be poor and the correct range may not have been performed.
- Two (2)
 - Tone quality may be poor and many of the notes are wrong, or the student did not finish the scale.
- One (1)
 - The student attempted to play the scale but it is unrecognizable.



Audition Scoring Part II (Etudes)

Music Performance Standards (100 point scale)

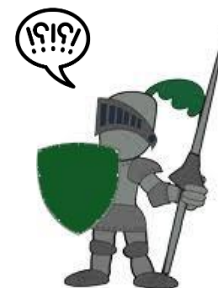
- *100-85 Points*
 - There are no distractions and the technical execution of the piece is perceived as mastery. Articulation and tone quality are clear and never a distraction. This performance would be considered as a Superior Rating as designated in the UIL Marching and Concert Rubric.
- *84-60 Points*
 - The performer executes all of the technical demands of the piece fluently. Minor inconsistencies in articulation phrase direction, and tone quality in extreme ranges and at extreme dynamic levels may be present but is rare. Moments of true artistic expression are frequent as all elements of a well-prepared performance are in place. This performance would be considered as an Excellent Rating as designated in the UIL Marching and Concert Rubric.
- *59-40 Points*
 - Notes, rhythms, articulations, dynamics, and phrasing are correct and performed confidently. Tonal errors (if they occur) are handled without stopping but are not controlled. Tempos are appropriate for the etude and for the skill and musicianship of the performer. There are many discernible flaws and causes distractions. The performance would receive an Average Rating by UIL standards.
- *39-20 Points*
 - Comprehension is demonstrated, as note and rhythmic errors are frequent. Stops (if any) are minor and recovered from quickly. Rhythms are performed correctly but may be uneven or have a tendency to change tempo. Dynamic contrast is present and convincing. Correct articulation is present although it is inconsistent. Tone quality is uncharacteristic throughout most of the excerpt but especially in more technical passages. Phrasing has not been addressed and carefully worked out and is not fully refined. The performance would be considered a Below Average
- *19-0 Points*
 - An awareness of the key is present, though frequent errors may occur in notes and rhythms. Tone quality is very poor for the instrument. Tempos are not constant, but may be significantly below those required. There is no dynamic contrast. Frequent or occasional stops prevent any meaningful musical communication. The performance would be considered a Poor Rating by the UIL standards.
 - Student did not attempt to play or played only a few of the notes in a given passage.



Clear Falls Band

Auditions

Q & A



Q. If I submitted a video but I did not play my best, can I resubmit later?

A. Unfortunately, no. If we let one student replay their audition, we would have to let the entire band re-audition. We do not have the time in the day to hear everyone more than once. So please diligently prepare now for your best video!

Q. I've been in top band throughout Intermediate school. What is the reasonable expectation of band placement, as a 9th grader entering the high school band?

A. The majority of our 9th grade students (regardless of placement in band class the year before) place in our 2nd and 3rd bands. If it is your goal to be in the top band, please understand it may not happen the first year. Keep practicing and get into PRIVATE LESSONS for help.

Q. Am I required to play all 12 major scales at full ranges? Follow up: what if I cannot play the full ranges of all my scales?

A. Please understand that we are rooting for all our students! We want to hear you at your best! On Monday April 20th, we will release the two major scales you are required to play, and you have by Friday April 24th to submit your video. Please see the "Scale Scoring" sheet for details on scores given by directors. We can give you partial credit for not playing all the written octaves but to receive full credit, play the scales as written to the best of your ability.

Q. When will results be posted?

A. We post results once ALL students in the entire band (woodwind and brass) have tested and we have a couple of days to score and document order. The Wind Ensemble and Symphonic Band only have certain numbers per section and once the numbers are reached the next set of students are placed in the next band accordingly. The goal is to have 3 competing bands and we will do all we can to keep the goal.

*****Please send other questions to brmoreno@ccisd.net*****