

Charleston County School of the Arts

SCREENING PROCEDURE and RUBRIC - Vocal Entrance Audition for 6th - 12th Grade, (pg 1 of 3)

Program Expectations

In the School of the Arts Vocal Department, students learn the technical and musical skills they will need to be successful in a university level choir. This includes the study of classical technique, as well as an understanding of rhythm, pitch, tone, articulation, style, dynamics, phrasing, and more. All styles and kinds of music will be represented within the curriculum for a vocal major as in any college, university or conservatory. Vocal study will consist of sacred and secular music ranging from Gregorian Chant to 20th century music. Students will also sing in several foreign languages including Hebrew, French, Latin, Italian, and German and many different styles like classical, jazz, patriotic, holiday, pop, religious and Broadway. Our position at SOA is to teach our students about ALL kinds of music so they may use this education later in life to be a more professional musician.

Objectives

- To teach music by sight singing, theory, and performance.
- To develop individual and group performance skills through the teaching of strong vocal technique.
- To provide the musical needs of both school and community by serving them with our talent.
- To educate the students on different periods and styles of music and how they relate to their time.
- To develop well trained, disciplined, and independent musicians through group experiences and individual responsibilities.
- To expose students to a variety of musical experiences and educate them on various performance venues, styles and cultures.

Audition Requirements

- **Echo sing simple and complex intervals and rhythmic patterns**
- **All students MUST sing "My Country 'Tis of Thee."**
- **Prepared solo with accompaniment** (no a cappella singing, 2 minute maximum). Provide your music on a device with a speaker, or pianist for accompaniment. A piano will be provided. Accompaniment music may not have voices. Make sure you use the track without the voices. Song choice should not be a "Pop" song. Folk, hymn, patriotic, Broadway or classical art songs are acceptable.
- **Musical Term and Symbol Identification.**
- **Ensemble Skills Callback Audition** (after passing preliminary audition)

**Students who do not have an accompanist, may choose one of the following songs and a staff accompanist will be provided:

- 1) "America the Beautiful" – B flat major key
- 2) "The Star Spangled Banner" – B flat major key
- 3) "Candle on the Water" from Disney's Pete's Dragon – C major key.

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SOA Vocal Audition Rubric

Song of Choice and "My Country Tis of Thee" (Scored Separately)

| | 0 points | 2 points | 4 points | 6 points | 8 points | 10 points |
|---|---|--|--|--|---|--|
| Rhythmic and Timing Accuracy | Rhythms are not performed accurately, or student is inaudible. | The rhythm and timing is inaccurate. There are 7 or more errors in pitch and/or intonation. | The rhythm and timing are somewhat accurate. There are 5-6 errors in rhythm and/or timing. | Rhythms and timing are mostly accurate. There are 3-4 errors in rhythm and/or timing. | Rhythms are consistently accurate and the timing is secure. 1-2 errors in rhythm an/or timing occur but do not detract from the overall performance. | The timing is secure and all rhythms are accurate for the performance. |
| Pitch and Intonation | The pitches are not performed accurately, or student is inaudible. | The pitches and intonation are inaccurate. There are 7 or more errors in pitch and/or intonation. | The pitches and intonation are somewhat accurate. There are 5-6 errors in pitch and/or intonation. | The pitches and intonation are mostly accurate. There are 3-4 errors in pitch and/or intonation. | The pitches are consistently correct and the intonations are accurate. 1-2 pitch and/or intonation problems occur but do not detract from the overall performance. | All pitches are correct and the intonations are accurate with no tendencies to go sharp or flat. |
| Diction: (vowels, consonants, syllabic stress) | The text is rarely enunciated or pronounced correctly and the text is not discernable or was in audible. | Diction errors significantly detract from the overall performance. There are 7 or more errors in diction during the performance. | Student performs with pure vowels and clear consonants some of the time. 5-6 diction errors occur during the performance | Student performs most of the time with pure vowels and clear consonants. 3-4 diction errors occur during the performance. | Student performs consistently with pure vowels and clear consonants. 1-2 diction errors occur but do not detract from the overall performance. | Student performs with pure vowels and clear consonants at all times. |
| Tone Quality | The tone is not focused, clear, centered, or supported, regardless of the range. Tone significantly distracts from the overall performance. | The tone is not focused, clear, centered or supported, regardless of the range during most of the piece. Tone greatly detracts from the overall performance. | The tone is often not focused, clear, centered, or supported, regardless of the range. Tone detracts from the overall performance. | Tone is sometimes focused, clear and centered, however, at times the tone in uncontrolled in the normal singing range. Extremes in range are usually uncontrolled. Occasionally the tone distracts from the overall performance. | Tone is focused, clear and centered through the normal singing range. Extremes in range sometimes cause tone and support to be less controlled. Tone quality typically does not detract from the overall performance. | Tone is consistently focused, clear and centered with proper breath support throughout the range of the voice. Tone quality enhances the overall performances. |
| Musicality | Performance does not demonstrate nuance and style that is indicated in the score. Phrasing is very inconsistent. Attention to dynamic level is not evident. | Performance rarely demonstrates nuance and style that is indicated in the score. Phrasing is very inconsistent. Attention to dynamic level is not evident. | Performance occasionally demonstrates nuance and style that is indicated in the score. Phrasing is very inconsistent. Attention to dynamic level is not evident. | Performance includes some of the nuance and style that is indicated in the score. Phrasing is inconsistent at times. Dynamic levels are sometimes observed, but are inconsistent. | Performance includes most of the nuance and style that is indicated in the score. Phrasing is evident, but inconsistent. Dynamic levels are observable, but lack consistency. | Performance includes creative nuance and style in response to the score. Phrasing is consistent and accurate. Consistent use of dynamics throughout the performance. |
| | 0 points | 10 points | 20 points | 30 points | 40 points | 50 points |
| Tonal Memory | No correct reproductions of patterns | 4 to 5 errors | 3 errors | 2 errors | 1 error | No errors |
| | 0 points | 2 points | 4 points | 6 points | 8 points | 10 points |
| Sight Reading Music Theory | No correct responses or measures sung correctly | 4 to 5 errors | 3 errors | 2 errors | 1 error | No errors |

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Vocal Callback Rubric

Technique (correct posture, breathing, tone quality, space/jaw position)

1 - poor 2- fair 3- moderate 4- fairly strong 5- consistent and effortless

Communication (responsiveness to conductor, ensemble singing)

1 - poor attention 2 - some gaps 3 - responsive 4 - very attentive 5 – outstanding focus

Involvement / Contribution to the Ensemble

1 - poor 2 - fair 3 - good 4 – excellent 5 –always

Respect /Ability to Work Collaboratively

1 - poor 2 - fair 3 - good 4 – most of the time 5 –always