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Concert Band and Orchestra Special Groups

Audition notes - what are the auditions all about and how to prepare for them.



You will probably feel a bit nervous when you enter the audition room. The good news is that everyone else is likely to have the same feelings as you!! Try to relax. The audition process is not as bad as you think and we will be working hard to make it a positive experience for you and we will help you to play your instrument to the best of your ability.

Although Patrick Shepherd (who is the conductor of the Orchestra) and Dave Gallaher (the conductor of the Concert Band) will be involved in the audition process, they may ask a tutor who knows a lot about your instrument to audition you. The audition process that you go through will be exactly the same as for everyone else and you will be selected on the criteria detailed in the marking rubrics below.



If you have been in the Concert band or Orchestra in previous years, you will not necessarily be assured of a place this year. This is because the audition process must be fair to all those auditioning and we need to treat everyone openly and fairly.

The format for the audition will be exactly the same for everyone entering the room.

All the people auditioning you will use the same assessment rubrics for marking (below). Those of you who are auditioning for a percussion part will realise that the rubric will have to be adjusted to suit your choice of instrument.

Each audition will take approximately **five minutes** and the **results** of the auditions will be **posted to your school on the 11th July, 2011.**

What kind of instrumentalists are we looking for ?



Orchestra players: All standard orchestral instruments are required, except piano

Concert band players:

Woodwind:

- Clarinet
- Flute
- Oboe,
- Saxophone
- Bassoon

Brass:

- Trumpet
- Cornet
- Trombone
- French Horn
- Tenor Horn
- Baritone
- Euphonium
- Tuba

Percussion:

Tuned and untuned percussion (but not piano)

What kind of skills do instrumentalists have to have?



You should be able to:

- read music competently.
- play well, in tune.
- play with a strong, rhythmical sense.
- play music with at least three sharps or three flats - major or minor.
- produce a full, rounded tone on your instrument.
- be reliable.
- be a team-player and enjoy being part of a team.
- follow the direction of a conductor.

The audition process - what you can expect at the audition:

- You will be contacted and told where and when your audition will be held and who will be conducting the audition.
- Your audition will last no longer than five minutes.
- You must prepare a piece of music which you have selected and prepared and should last no longer than two minutes. This could be a whole piece or a portion of a piece. We want you to show us how well you can play.
- You will then be given a short piece of music to sight read. This is chosen by the person auditioning. You will be given thirty seconds to look at the music before being asked to play it. If you look at the rubric for sight reading, you will see that even if you can't play all the notes, you get marks for keeping the rhythm and maintaining the tone so it is worth persevering!
- You will be asked to play a selected scale.



Marking Rubric that will be used in the auditions:

Note: The Marking Rubric for Percussion players can be found here.

Section A: Performance

You will earn a maximum of 30 points for this section

	5 points	4 points	3 points	2 points	1 point
Tuning & Pitch Accuracy	All notes are played correctly and are accurate in all ranges and registers	Most notes are played correctly with just a few intonation difficulties	Some wrong notes and/or intonation difficulties that detract from the overall performance	Many wrong notes that substantially detracted from the overall performance	Significant number of errors. Tonality is unclear
Rhythmic Accuracy	Rhythmically very assured with no or very few errors. An appropriate tempo has been set and maintained	Generally correct rhythmically with very few errors. An appropriate tempo has been set and maintained	Generally correct but with a significant number of rhythmic inaccuracies. Tempo has been established and maintained	A significant number of rhythmic errors resulting in hesitancy and possibly stopping once or twice	Frequent stops and displays many errors. Tempo inappropriate or not maintained
Tone Production	Is full, rich and characteristic of the tone quality of the instrument in all ranges and registers	Displays a characteristic tone quality across most of the range. May occasionally distort in extreme passages	Shows evidence of good tone most of the time but is not consistent (sometimes too thin or too harsh)	A reasonable tone but has some significant flaws in basic production	Does not play with a good sound. Tone may be too thin or too harsh
Expression	Student demonstrates maturity in the use of phrasing, dynamics, expression and other aspects relating to a successful performance	Good use of phrasing and other expressive ideas most of the time. Shows an understanding of dynamic markings in most of the performance	Student has some success with the use of phrasing to express the feeling in the music	Essentials of good phrasing and musical expression beginning to emerge	Performance shows no evidence of musical expression
Degree of Difficulty	Student is able to play at the level of a Grade 7 student or above	Student is able to play at the level of a Grade 6 student	Student is able to play at the level of a Grade 5 student	Student is able to play at the level of a Grade 4 student	Student is able to play at the level of a Grade 3 student
Performance Skills	Confident performance of an excellent standard. Mature interpretation	Displays confidence and a good technical command of the instrument. Interpretive skills emerging	Presents the material reasonably confidently and musically	Performance skills are beginning to emerge but at an elemental level	Lacks confidence. Convincing performance skills not evident yet

You will earn a maximum of 10 points for this section. You may choose to play a major scale of B flat or C or D.

Section B: Scales

Criteria	Points
Student plays the scale completely accurately with no wrong notes (4); mostly accurately with one or two wrong notes (3); inaccurately with more than two wrong notes (2); inaccurately with a significant number of incorrect notes (1/0)	4 points

Student plays the scale using the appropriate tempo and rhythm the first time without having to start over (2); some hesitancy (1); unable to complete scale (0)	2 points
Degree of difficulty: 3 octaves (4); 2 octaves (3); 12th (NB woodwind and brass only) (2); 1 octave (1)	4 points
Total	10 points

You will be given 30 seconds to look at the excerpt before being asked to play the piece. A maximum of 10 points for this section

Section C: Sight reading

Criteria	Points
Melodic Accuracy: Student plays all (2); the majority (1); less than half (0) of the notes in the excerpt correctly	2 points
Rhythmic accuracy: Student plays all (2); the majority (1); less than half (0) of the rhythms in the excerpt correctly	2 points
Tone Production: Student plays the excerpt with a full tone (2); reasonably consistent tone (1); very little (0)	2 points
Musicianship: observing dynamic indications, appropriate performance directions and tempo indications	4 points
Total	10 points