

Concert Band and Orchestra Special Groups

Audition notes for the children wanting to audition for the percussion sections of the orchestra and/or concert band– 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 the conductor of the Concert Band (soon to be appointed) 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 rubric contained in this pamphlet.



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 will use the same assessment rubrics for marking. Those of you who are auditioning for a percussion part will realise that the rubric for tuned instruments has to be adjusted to suit your choice of instrument. Your rubric is included below.

Each audition will take approximately five minutes.

The results of the auditions will be posted to your school on the 21st June, 2010 and shortly after we will email you the result of your audition to your email address.









What kind of percussionists are we looking for ?

Tuned and untuned percussion (Piano players are not required).

What kind of skills do percussionists need to have?

You should be able to:....

-  read music competently.
-  play with a strong, rhythmical sense.
-  produce a full, tone on your instrument.
-  be reliable.
-  be a team-player and enjoy being part of a team.
-  follow the direction of a conductor precisely.

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!

This is how we will assess the playing of percussion instruments

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

This is how we will assess your ability to Sight Read	<i>Points</i>
Rhythmic Accuracy: Student plays all (2); the majority (1); less than half (0) of the rhythms in the excerpt correctly	4
Tone Production: Student plays the excerpt with a full tone (2); reasonably consistent tone (1); very little (0)	2
Expression and General Musicianship: observing dynamic indications, appropriate performance directions and tempo indications	4
	10

