

Winds Placement Auditions

Full Name _____ Instrument _____ Audition Time _____
(First & Last) (Primary)

Audition Material Level _____ Grade in School _____
(SB/WE/CB) (9, 10, 11, 12)

Y or N Do you take Private lessons? From Who? _____

Major Scales - (10 pts per scale) - Scales based on the Patterns found in Habits of a Successful Musician
* Not all audition scales will require the scale in thirds

Concert Pitch	Tempo = 90 (2 points)	Main Scale (4 or 5 points)	Arpeggio (2 or 3 points)	Scale in 3rds (*2 pts)	Total Points
_____ Major					
_____ Major					
_____ Major					
_____ Major					

----- OFFICE USE -----

Scale 1 - _____/10 Scale 2 - _____/10 Scale 3 - _____/10 Scale 4 - _____/10

Chromatic - ____/10 Etude - ____/50 Final Score - ____/100 Class Curve - ____

Chair Placement - _____ Ensemble Placement (If applicable) - _____

Full Name _____ Instrument _____ Audition Time _____
 (First & Last) (Primary)

Chromatic Scale - (10 pts total)

Steady Tempo? Y or N
 (- 1 points if not)

At least 90 bpm? Y or N
 (-1 points if not)

Etude Scoring -

Technical Demands	4 - Distinguished (100%)	3 - Proficient (90%)	2 - Developing (70%)	1 - Needs Work (50%)
Rhythm (12 points)	<ul style="list-style-type: none"> • Student demonstrates strong sense of pulse. • All rhythms are accurate and precise 	<ul style="list-style-type: none"> • Student demonstrates strong sense of pulse. • Most rhythms are accurate and precise. 	<ul style="list-style-type: none"> • Student demonstrates inconsistent/fluctuating sense of pulse. • Some rhythms are not accurate or precise. 	<ul style="list-style-type: none"> • Student demonstrates no or irregular sense of pulse. • Rhythms are not at all accurate.
Note Accuracy (10 points)	<ul style="list-style-type: none"> • Student performs music as written. • All key signatures and accidentals are observed • Very few pitch mistakes are made 	<ul style="list-style-type: none"> • Student performs music mostly as written. • Observes key signature but misses accidentals • Some pitches are incorrect 	<ul style="list-style-type: none"> • Student performs with sense of basic tonality, key signatures and accidentals are often missed. • Several pitches are incorrect 	<ul style="list-style-type: none"> • Student does not perform music as written, key signature and accidentals are rarely observed. • Most pitches are incorrect, music is not recognizable.
Tone Quality (8 points)	<ul style="list-style-type: none"> • Student demonstrates exception tone, characteristic of their instrument • Notes are clear, supported, and easily heard 	<ul style="list-style-type: none"> • Student demonstrates acceptable tone, mostly characteristic of their instrument • Notes are supported, mostly clear, and easily heard 	<ul style="list-style-type: none"> • Student demonstrates developing tone, characteristic of their instrument • Notes are mostly unsupported and are often not heard or clear. 	<ul style="list-style-type: none"> • Student demonstrates tone that is undeveloped. • Notes are unsupported and there is no clarity or discernable difference between sounds.
Expressive Qualities	4 - Distinguished (100%)	3 - Proficient (90%)	2 - Developing (70%)	1 - Needs Work (50%)
Dynamics (8 points)	<ul style="list-style-type: none"> • Phrasing is clear. • All dynamic markings are clear and distinguishable 	<ul style="list-style-type: none"> • Phrasing is present but might have production issues. • All dynamic markings are present, but not always distinguishable 	<ul style="list-style-type: none"> • Phrasing is inconsistent and unclear. • Some dynamic markings are present, but mostly unchanged 	<ul style="list-style-type: none"> • Phrasing is either absent or highly sporadic. • No dynamic markings are performed.
Articulation & Style (8 points)	<ul style="list-style-type: none"> • Student demonstrates perfect style appropriate for the selection. • All articulations are clear and distinguishable 	<ul style="list-style-type: none"> • Student demonstrates mostly accurate style appropriate for the selection. • All articulation markings are present, but not always distinguishable 	<ul style="list-style-type: none"> • Student lacks sense of style appropriate for selection. • Some articulation markings are present, but mostly unchanged 	<ul style="list-style-type: none"> • Student demonstrates no sense of style as appropriate for the selection. • No articulation markings are performed.
Musical Interpretation (4 points)	<ul style="list-style-type: none"> • Student makes clear attempt at interpreting music in a beneficial way (4 points)	<ul style="list-style-type: none"> • Interpretation is attempted, but might not be appropriate for the context of the music (3 pts)	<ul style="list-style-type: none"> • No attempt is made for interpretation (2 points)	