

SOA STRING/ORCHESTRA ENTRANCE AUDITIONS

Orchestra Program Summary

In the School of the Arts Orchestras, string majors learn the technical and musical skills they will need to be successful in advanced level middle and high school orchestras and to be successful in Regional, State and National Competitions. The individual and orchestral education that students receive at SOA will prepare them for college level orchestras. This includes the study of classical technique; how to hold and manipulate the instrument to produce desired tones, as well as developing an understanding of rhythm, pitch, articulation, style, dynamics, phrasing, and more. Students also have the opportunity to create their own music, listen and discuss music performed by others and learn the theory that applies to their musical education.

The success of the SOA orchestras depends in part upon a balanced numbers of violins, violas, cellos and basses. Students and parents must be aware that instrumentation needs are considered when accepting students. In middle school, there is often more need for viola, cello and string bass. In high school there is more opportunity to be able to accept all instruments, but also with consideration to instrumentation needs. For this reason, students/parents should let adjudicators know if they are interested or would be willing to change to an instrument that may be needed.

Audition Expectations

In the audition, students will demonstrate their musical and technical ability on their instrument by performing a prepared solo, required scales and a sight reading sample. The scoring of their performance is based on correct bow hold and instrument position, the accuracy of pitch and rhythm, and the production of an even, solid tone. The minimum requirements are listed below, however students who are able to play more challenging scales and solos are encouraged to do so, but only if they can play the harder repertoire successfully.

Scales should be played in tune with excellent position and tone, demonstrating full bows at a consistent tempo (quarter = 40). Solos should be performed in tune, with excellent position and tone at the correct musical tempo. To demonstrate their sight reading ability, students will be shown a sample of music for 30 seconds and then asked to play it back on their instrument demonstrating correct pitch, rhythms and bowings.

Audition Requirements

Students may play solos or scales that are more difficult than these minimum requirements.

- 6th Grade: A. Two one-octave major scales. B. Any solo from, or equivalent to Suzuki Book 1.
- 7th Grade: A. Two two-octave major scales. B. Any solo from, or equivalent to Suzuki Book 2.
- 8th Grade: A. Two-octave C, G and D Major scales. B. Any solo from Suzuki Book 3/equivalent
- 9th Grade: A. Two-octave F and B-flat major scales. B. Any solo from Suzuki Book 4/equivalent.
- 10th Grade: A. Three-octave D and G major scales. B. Any solo from Suzuki Book 5/equivalent.
- 11th Grade: A. Three-octave D & G melodic minor scales. B. Any solo from Suzuki Book 6/equivalent.

SOA STRING/ORCHESTRA ENTRANCE AUDITIONS FOR 6TH-12TH GRADE

First Name/Number: _____ / # _____ Rising Grade: _____ Date: _____

Instrument: Violin Viola Cello Bass Total Score: _____ Y/N

Solo Selection Title:		
The Musical Selection is worth 50 points. If the SOLO is more or less difficult than the required level, bonus points will be added or subtracted at a rate of two points per difficulty level. BONUS POINTS:		
Instrument and Hand Position		
9-10	No observable flaws. Arms/hands are correctly positioned and tension free.	
7-8	Few observable flaws. Arms/hands are mostly correct and tension free.	
5-6	Some observable flaws. Arms/hands are moderately correct and tension free.	
3-4	Many observable flaws. Arms/hands have moderate tension and/or incorrect positions.	
1-2	Many significant flaws. Arms/hands are very tense and/or in the incorrect positions.	
Rhythm and Tempo		
9-10	Tempo is correct and consistent; no rhythm errors or rushing/dragging problems exist.	
7-8	Tempo is mostly correct; few rhythm errors or rushing/dragging problems exist.	
5-6	Tempo is somewhat correct; some rhythm errors or rushing/dragging problems exist.	
3-4	Tempo is somewhat slow/fast; moderate rhythm errors or rushing/dragging problems exist.	
1-2	Tempo is too slow or fast; significant rhythm error or rushing/dragging problem exist.	
Intonation and Note Accuracy		
9-10	All notes are correct and in tune.	
7-8	Most notes are correct and in tune; minor fingertip adjustment is needed.	
5-6	Some notes are out of tune or incorrect. Some fingertip adjustment is needed.	
3-4	Many notes are out of tune or incorrect. Much fingertip adjustment is needed.	
1-2	Many notes are severely out of tune and incorrect. Key and notes are difficult to recognize.	
Tone and Articulation		
9-10	All notes have a beautiful, characteristic tone. All bowings/articulations are all correct.	
7-8	Most notes have a beautiful, characteristic tone. Most bowings/articulations are correct.	
5-6	Many notes have a beautiful, characteristic tone. Many bowings/articulations are correct.	
3-4	Some notes have a beautiful, characteristic tone. Some bowings/articulations are correct.	
1-2	Few notes have a beautiful, characteristic tone. Few bowings/articulations are correct.	
Musicianship/Aptitude		
9-10	All music has musical style and expressively convincing dynamic phrasing and shape. Demonstrates superior aptitude for learning musical skills quickly	
7-8	Most music has musical style and expressively convincing dynamic phrasing and shape. Demonstrates excellent aptitude for learning musical skills quickly	
5-6	Some music has musical style and expressively convincing dynamic phrasing and shape. Demonstrates average aptitude for learning musical skills quickly	
3-4	Not much music has musical style or expressively convincing dynamic phrasing and shape. Demonstrates below average aptitude for learning musical skills quickly	
1-2	Music has little or no style and expressively convincing dynamic phrasing and shape. Demonstrates little to no aptitude for learning musical skills quickly	

Scale #1: _____ Scale #2: _____ 30 Points +/- one to four bonus points for scales that are more/less difficult than the minimum.	
Instrument and Hand Position 9-10 No observable flaws. Arms/hands are correctly positioned and tension free. 7-8 Few observable flaws. Arms/hands are mostly correct and tension free. 5-6 Some observable flaws. Arms/hands are moderately correct and tension free. 3-4 Many observable flaws. Arms/hands have moderate tension and/or incorrect positions. 1-2 Many significant flaws. Arms/hands are very tense and/or in the incorrect positions.	
Intonation and Note Accuracy 9-10 All notes are correct and in tune. 7-8 Most notes are correct and in tune; minor fingertip adjustment is needed. 5-6 Some notes are out of tune or incorrect. Some fingertip adjustment is needed. 3-4 Many notes are out of tune or incorrect. Significant fingertip adjustment is needed. 1-2 Many notes are severely out of tune and incorrect. Key and notes are difficult to recognize.	
Tone and Articulation 9-10 All notes have a beautiful, characteristic tone. All bowings/articulations are all correct. 7-8 Most notes have a beautiful, characteristic tone. Most bowings/articulations are correct. 5-6 Many notes have a beautiful, characteristic tone. Many bowings/articulations are correct. 3-4 Some notes have a beautiful, characteristic tone. Some bowings/articulations are correct. 1-2 Few notes have a beautiful, characteristic tone. Few bowings/articulations are correct.	
Sight Reading: Out of 20 points possible.	
Rhythm and Tempo 9-10 Tempo is correct and consistent; no rhythm errors or rushing/dragging problems exist. 7-8 Tempo is mostly correct; few rhythm errors or rushing/dragging problems exist. 5-6 Tempo is somewhat correct; some rhythm errors or rushing/dragging problems exist. 3-4 Tempo is somewhat slow/fast; moderate rhythm errors or rushing/dragging problems exist. 0-2 Tempo is too slow or fast; significant rhythm error or rushing/dragging problem exist.	
Intonation and Note Accuracy 9-10 All notes are correct and in tune. 7-8 Most notes are correct and in tune; minor fingertip adjustment is needed. 5-6 Some notes are out of tune or incorrect. Some fingertip adjustment is needed. 3-4 Many notes are out of tune or incorrect. Much fingertip adjustment is needed. 0-2 Many notes are severely out of tune and incorrect. Key and notes are difficult to recognize.	

COMMENTS: _____

Adjudicator's Signature _____

Audition Requirements. Students are permitted play solos or scales that are more difficult than the minimum.

- 6th Grade: A. Two one-octave major scales. B. Any solo from Suzuki Book 1. C. Sight Reading.
- 7th Grade: A. Two two-octave major scales. B. Any solo from Suzuki Book 2. C. Sight Reading.
- 8th Grade: A. Two-octave C, D and G Major scales. B. Any solo from Suzuki Book 3. C. Sight Reading.
- 9th Grade: A. Two-octave F and B-flat major scales. B. Any solo from Suzuki Book 4. C. Sight Reading.
- 10th Grade: A. Three-octave D and G major scales. B. Any solo from Suzuki Book 5. C. Sight Reading.
- 11th Grade: A. Three-octave D and G melodic minor scales. B. Any solo from Suzuki Book 6. C. Sight Reading.