

Carmel High School Choir Auditions 2019-2020

Auditions for all choirs for the 2019-2020 school year will be held throughout January and February. Exact days can be found on the calendar at the conclusion of this packet. All students will be required to audition for placement, even if they hope to remain in the same choir of which they are currently a part. This packet contains several key pieces of information, including an overall audition outline, Supplemental Audition Requirement (Part 4) outline, description of all choirs & courses offered, audition calendar, and more.

The audition will take place in multiple portions, depending on which ensembles the student is interested in. Each portion is outlined below.

AUDITION OUTLINE

Part 1:

- Sight Reading
 - A short, 6-measure sample, to be done on solfege syllables
- Tonal Memory
 - Three passages, each played in a melodic sequence and then sung back by the student on a neutral syllable to determine their ability to retain pitch by ear

Part 2:

- Range Check
 - Simple vocal exercise(s) to determine the student's comfortable vocal range
- Vocal Solo
 - Each student will be asked to sing a short section of a required solo (enclosed in this packet). Students can choose the lower or higher key, but it must be sung acapella.

Parts 3 & 4 are only required for students wishing to be considered for New Edition, Accents, or Ambassadors.

Part 4 Only is also required for students wishing to be considered for Select Sound or Applied Music.

Part 3: Dance Audition

- Students will learn a short dance combination and then perform it in small groups on the date listed on the attached calendar.

Part 4: Supplemental Audition Requirement

- Please see the next page for specific details of this portion.
-

Other factors to be considered in your placement:

1. Each student's score from their first semester final exam.
2. Each student's scores from their first semester theory quizzes
3. Rehearsal discipline, attitude, maturity, responsibility, attendance, and enthusiasm in daily rehearsals throughout the year.

SUPPLEMENTAL AUDITION (Part 4) REQUIREMENT

Any student who would like to be considered for placement in Ambassadors, Accents, New Edition or Select Sound is required to submit a supplemental audition video including the components listed below, in addition to their in-person audition during class. All videos must be submitted by no later than 11:59pm on February 18, 2019 and must be uploaded the SmugMug folder listed below.

<https://carmelchoirs.smugmug.com/upload/mwRZ4C/audition1920>

Video requirements:

- The entire video from start to finish, must not exceed 5 minutes in length.
- The video should be taken from far enough away to see your full standing posture, but close enough to still see facial expressions and “personality.”

Order of video audition:

1. Clearly state your first and last name, and what grade you will be in next year (19-20).
2. State which ensemble(s) you are interested in being considered for.
3. Sing a one-octave major scale ascending and descending on solfege syllables while showing hand signs. Starting pitches:
 - a. High voice F-F
 - b. Medium voice C-C
 - c. Low voice A-A
4. Sing an acapella cutting of a musical theater or pop song of your choice.
 - a. This should be between 24-32 bars..
 - b. Must be memorized and acapella.
 - c. Be sure to introduce your song title and composer before you sing.
5. Give verbal answers to the following questions ***in two to three sentences each:***
 - a. What are your greatest visual and vocal strengths and weaknesses?
 - b. What do you have to contribute to a competitive-level ensemble?
 - c. What do you hope to gain from being in a competitive-level ensemble?
 - d. Name the most essential character trait that you believe should be found in all members of Carmel High School’s top choral ensembles, and explain why.

Carmel Choir Descriptions

Accents

Advanced level women's choir that focuses on both concert choir and show choir literature. Mastery of advanced level vocal technique, music theory, and overall musicianship is also stressed at this level. This ensemble performs at all CHS Choir Concerts as well as additional concerts in the Spring semester. They also rehearse outside of school and compete at show choir competitions in the Winter. Additional fees are required for this ensemble. (10th, 11th, & 12th grade) [*Kouns, assisted by Chenoweth*]

Allegro

Upper-Intermediate level women's choir that focuses on both concert choir and show choir literature. Continued development of vocal technique, music theory, and overall musicianship is also stressed at this level. This ensemble performs at all CHS Choir Concerts, competes in the ISSMA state concert choir competition in late Spring, and usually participates in one out of school field trip each year. (10th, 11th, & 12th grade) [*Barker*]

Ambassadors

Advanced level mixed choir that focuses on both concert choir and show choir literature. Mastery of advanced level vocal technique, music theory, and overall musicianship is also stressed at this level. This ensemble performs at all CHS Choir Concerts as well as additional concerts in the Spring semester. They also rehearse outside of school and compete at show choir competitions in the Winter, and the ISSMA state concert choir competition in late Spring. Additional fees are required for this ensemble. (10th, 11th, & 12th grade) [*Barker, assisted by Kouns*]

Blue & Gold Company

Intermediate level mixed choir that focuses mainly on concert choir literature. Continued development of upper level vocal technique, music theory, and overall musicianship is also stressed at this level. This ensemble will do a bit of show choir at Holiday Spectacular, but this will primarily concentrate on classical, gospel, renaissance, folk, and multicultural music. This ensemble performs at all CHS Choir Concerts, may compete in the ISSMA state concert choir competition in late Spring, and may participate in one out of school field trip each year. (10th, 11th, & 12th grade) [*Kouns*]

New Edition

Upper-Intermediate level mixed choir that focuses on show choir. Continued development of vocal technique, music theory, and overall musicianship is also stressed at this level. This ensemble will concentrate on pop, music theater, and other contemporary styles of music, while also learning a significant amount of choreography. This ensemble performs at all CHS Choir Concerts, rehearses one weekend outside of school first semester, a handful of evenings second semester, and attends 2-3 show choir competitions during the second semester. (10th, 11th, & 12th grade) [*Chenoweth, assisted by Barker*]

Rhapsody

Intermediate level women's choir that focuses on both concert choir and show choir literature. A continued emphasis on the development of music theory and sight-reading skills will also be stressed at this level. This ensemble performs at all CHS Choir Concerts, and usually participates in one out-of-school field trip each year. (10th, 11th, & 12th grade) [*Chenoweth, assisted by Jarvis*]

Select Sound

Advanced level mixed choir that focuses on all a cappella literature ranging from Renaissance and madrigal music, all the way to modern-pop a cappella and vocal jazz. Mastery of advanced level vocal technique, music theory, and overall musicianship is also stressed at this level. This ensemble will participate in multiple performances outside of school as well as all of the CHS Choir Concerts. This class may also require additional fees for travel. (10th, 11th, & 12th grade) [*Kouns*]

Applied Music

Applied Music offers students an in-depth study of the history and development of musical theater through solo performances and master classes. Students in this class will work on audition skills, as well as prepare and perform solos in a wide variety of styles and genres, receiving feedback and critique on each performance. They will develop their individual performance skills, develop their audition technique, and attain a wider knowledge of musical theater and pop repertoire. In addition, this class takes an (optional) annual trip to New York City to see Broadway performances and to learn from actors, directors, and casting agents in behind-the-scenes workshop settings. (10th, 11th, & 12th grade) [*Chenoweth, assisted by Barker and Kouns*]

Ambassadors & Accents Information

Attendance

It is a privilege to be a member of these elite ensembles, and there are countless students who would love to be in these choirs who do not ever get the opportunity to become a member of these prestigious groups. Likewise, many students and their families make considerable sacrifices to make membership in The Ambassadors or The Accents a possibility for them. As such, it is important that all members honor this commitment to full participation. That commitment begins by being present and attending rehearsals/performances as follows:

1. Students are ***required to be in attendance for all performances and major activities***. In order to ensure the best possible experience for all members of the group, students are expected to commit fully to these portions of ensemble's schedule. Any deviation from this expectation is at the sole discretion of the director.
2. Students will be allowed a maximum of two excused absences from rehearsals at the discretion of the director. The student or parent must request these absences in writing at least 2 weeks prior to the absence.
3. Certain rehearsals will be noted as "blackout" dates, meaning that they cannot be missed under any circumstance unless specifically approved by the director at least one month in advance. If students miss black-out rehearsals without permission, they will not perform with the group in the following performance.
4. The students will receive 1 free pass to use for the year on any other unexcused absence. This pass can be used without a 2-week notice and can be used with no questions asked. Any member who has used his/her pass and has a 2nd unexcused absence will be removed from the group and be permanently replaced.
5. Excused tardiness or absences due to a school-sponsored event will be considered. Prior communication with the directing staff is essential in these cases.
6. Excused absence from school due to illness is also an excused absence from show choir and will not count towards your allotted absences. Communication with the director (phone call or e-mail the day of the absence) will help to alleviate potential misunderstandings.
7. Unexcused tardiness will not be tolerated. Three late arrivals will result in removal from the group.
8. Re-admittance into the group, following dismissal for attendance purposes, will be pending upon a conference between the director, student and parent(s)/guardian(s)

Financial Commitment

Ambassadors & Accents can expect to pay approx. \$1,000 for the year, plus an additional travel fee if the groups travel out of state by plane. This will cover all costumes, all music and classroom resources, t-shirts and other spirit-wear, most travel expenses, overnight accommodations if necessary, some meals, guest choreographers and clinicians, instrumentalists, custom arrangements, competition entry fees, etc. This averages out to approx. \$100 per month, which is a bargain compared to most extra-curricular activities such as athletics, dance, or private lessons. Financial assistance & payment plans are available to anyone in need.

Performance Etiquette/Costumes/Appearance Standards

Each performance is important and is to be the very best experience our audience can have. Be excited and physically involved. Be artistic, expressive, and worth watching and hearing every time you are on stage. ***No performance is any more or less important than any other.*** Because of that, students should tend to their appearance (hair, makeup, and uniforms) in the same way ***every time*** they are in front of an audience so that our looks will not in any way take away from the audience's focus on our performance.

Members are responsible for ALL costume pieces purchased and assigned. Garments and accessories must be cleaned and complete for EACH performance. You will not perform if this condition is not met. All assigned jewelry and garments shall be worn appropriately for performances, and no unassigned jewelry or clothing will be permitted. Students should be clean shaven (guys: **NO** facial hair with the exception of eyebrows and eyelashes). Hair should be worn out of the face (girls: half up with full-bodied curls), and girls should wear stage-appropriate makeup.

Time Commitment

This is an estimate of the time commitment outside of school:

- 3-4 day Retreat, July 31-August 4th, 2019 (MANDATORY ATTENDANCE!)
- Regular Monday (ACC) or Wednesday (AMB) night weekly rehearsals from 6-9pm
- Evening rehearsals on both Mondays & Wednesdays from 6-9pm for January – March only
- Performance at Homecoming Game, Veteran's Day Convocation, & Academic Transition Night (*Ambassadors only*)
- Performance at Cabaret (mid Oct.)
- Approx. 4 weekends of competition (January – March)
- Evening of Show Choir (2 performances, + 3 additional evening rehearsals)
- ISSMA state Concert Choir competitions (2 Saturdays in April/May) (*Ambassadors only*)
- Various other after school rehearsals, plus some SRT rehearsals, and an expectation of individual practice

CARMEL HIGH SCHOOL CHOIR AUDITION FORM

Last Name: _____ First Name _____ I.D. # _____

Home Phone: _____ Student Cell Phone: _____

Parents Names: _____ Parent Cell Phone(s): _____

Student Email: _____

Parent Email: _____

Grade Level you will be in **NEXT YEAR (2019-2020)**: 10 11 12

1. Circle the choir(s) that you currently in? ACC ALL AMB B&G EXP CP NE RHA SS (not currently in choir)
2. What part have you sung most often in choir? S1 S2 A1 A2 T1 T2 B1 B2

Choir Preference: (For each of the following questions, please place a check next to the answer that best describes you.)

3. Time Commitment
 - a. ___ I'm interested in an advanced ensemble with a significant time commitment. (ACC, AMB, SS)
 - b. ___ I'm interested in an intermediate ensemble with moderate time commitment. (NE, ALE)
 - c. ___ I would prefer a non-competitive ensemble with very little time commitment. (B&G, RHA)
4. Choreography
 - a. ___ I'm interested in a choir that includes substantial choreography.
 - b. ___ I'm interested in a choir that includes mostly stands and sings.
5. Are you interested in being considered for the 2019-2020 Applied Music Class? Yes No

6. Briefly describe your musical training including private voice lessons (who & when/how long?), dance classes (where & when/how long?) or other workshops.

7. Briefly describe your musical experiences including choir, school or community theater, etc.

8. Why do you want to be in choir at Carmel? What do you hope to gain? Specific Goals?

9. How many Choir Dept. electives can you fit into your schedule next year, including Applied Music? 1 2 3

10. Have you considered majoring in a musical field in college? Yes No

11. What do you bring to the choir besides music ability? (other skills, talents, interests, etc.)

AUDITION SCORESHEET

Sophomore Junior Senior

Range: (low) _____

(high) _____

Comments:

Melodic Reading

1 2 3 4 5 6 7 8

Comments:

Score: _____/8

Tonal Memory

#1 1 2 3

#2 1 2 3

#3 1 2 3

Score: _____/9

Comments:

Vocal Solo

Comments:

Intonation/Pitch 1 2 3 4 5

Tone Quality 1 2 3 4 5

Breath Support 1 2 3 4 5

Melodic Precision 1 2 3

Rhythmic Precision 1 2 3

Musicality 1 2 3

Posture/Presence 1 2 3

Score: _____/27

Daily Rehearsal Discipline, Attitude, Work Ethic, Maturity, Reliability, Consistency, etc.

Score: _____/11

Comments:

TOTAL VOCAL SCORE: _____ / 55

Carmel High School Choir Department **Audition Agreement & Statement of Understanding**

In order for any student to be considered for any auditioned ensemble in the Carmel High School Choir Program, he or she must read and sign the agreement below, and have their parents sign the agreement.

Requirements for placement in any 10-12th grade ensemble:

- Student will be able to sing the required audition solo well and in-tune, demonstrating a knowledge of dynamics, breath support, and expression.

- Student will demonstrate a moderate level of knowledge of melodic and rhythmic sight-reading and have at least a beginning level grasp of solfege syllables and hand signals.

- Student will have a “good-ear” and be able to aurally recall a series of pitches at least three-five notes long.

- Students will exhibit a general knowledge of music theory including note names in treble & bass clef, musical terms & symbols, solfege & rhythmic notation, & key signatures.

- Student will have a history of respectful behavior and positive attitude in both previous choir classes and well as all other academic classes. If a student has a record of disciplinary problems in choir, in any other academic class, or on campus, then he or she may not be prepared for the responsibility and high expectation of being in an upper level.

- Student will have a reliable attendance record, and is not chronically absent from required rehearsals and/or performances.

- Student will agree to abide by the choir payment schedule of required fees. If a student cannot pay the required fees due to financial need, then he or she must complete the required paperwork provided by the choir department and then stay current on whatever their individual agreement may be.

- Student will be responsible for staying aware of the choir calendar of performances and rehearsals. He or she will be aware of the time commitment in a 10th-12th grade ensemble, and will be responsible for communicating with employers, coaches, parents, etc. in a timely manner.

- Students will agree to properly taking care of his or her physical body/instrument. This includes agreeing not to smoke, drink alcohol, abuse any kind of drug, and to properly maintain their ability to sing and dance well. Student also agrees to abide by the appearance code for performances.

If any student is not prepared to agree to the above terms, than he or she will not be eligible for placement in an upper level ensemble. Any Carmel High School student is welcome to enroll in a non-auditioned choir to still be a part of the program. The choir directors reserve the right to not place a student in an upper level choir if he or she is not meeting any of the above requirements.

Student Name (*print*)

Student Signature

Date

Parent Name (*print*)

Parent Signature

Date

2019-2020 AMBASSADOR & ACCENTS Guidelines

1. **Attitude** is the key in making this experience successful for you. What you get out of your participation is a product of the attitude you bring and the effort you exert, and has an impact on those around you.
2. **Respect** from others is a reflection of what you give. Support one another in all efforts, both during and outside of performances. In a group, you are only as good as the person next to you.
3. **Commitment** occurs in EVERY rehearsal and performance. It is a privilege to be a member of The Ambassadors, and there are countless students who would love to be in the choir that do not ever get the opportunity to become a member of this prestigious group. Likewise, many students and their families make considerable sacrifices to make membership in The Ambassadors a possibility for them. As such, it is important that all members honor this commitment to full participation. That commitment begins by being present and attending ALL rehearsals/performances.
4. **Prepare** for each and every rehearsal. In order to be at your best, you will need to work on individual issues with the material outside of rehearsal to ensure that all time spent with the group is as productive as it can be.
5. Please read the calendar as soon as you receive it, and copy into your personal and family calendars.
6. Being a part of a worthwhile experience demands dedication, leadership, effort and commitment to excellence. Our philosophy is integrity, commitment, dedication, and discipline through music education and performance. Our main goal is always to make music ***together!***
7. Due to the rising costs of operating a highly competitive show choir program, most of the fees will be offset by the OVATION Parent Club. ***As is established policy, no student will be excluded from the activity for reasons of financial hardship.***
8. Members are responsible for ALL costume pieces purchased and assigned. Garments and accessories must be cleaned and complete for EACH performance. You will not perform if this condition is not met.
9. Summer camp information (Showchoir Camps of America, University of Nebraska, etc.) is available from the director, and all choir members are expected to take advantage of these opportunities.
10. Each student is responsible for these established guidelines. If, after reviewing these policies, you feel you cannot commit to the program, it is recommended that you not participate at this time.
11. All policies and their administration are at the discretion of the directors with no exceptions. If you have any questions or concerns about the above guidelines, please speak to the directors **before** auditioning for the choir!

*We have read the **2019-2020 Ambassador & Accent Guidelines** and understand our commitment to making the choir program a successful and enjoyable experience.*

(Student Name)

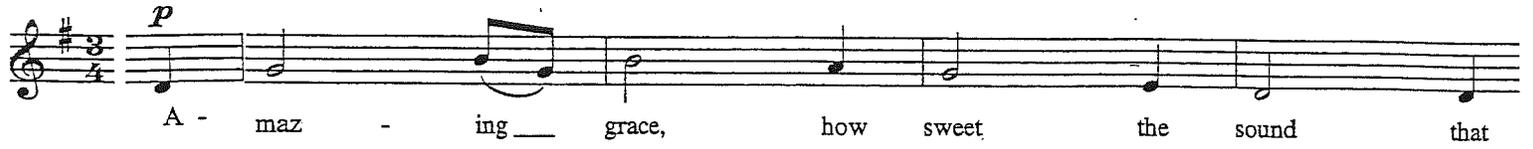
has our permission to be a member of the Ambassadors or Accents & will commit to full participation as outlined above & established by the CHS Choir handbook & directors.

Student Signature

Parent Signature

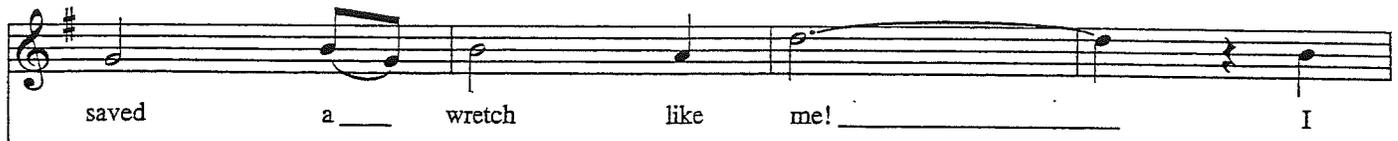
AMAZING GRACE

High
Voice



Musical staff 1: Treble clef, key signature of one sharp (F#), 3/4 time signature. The staff contains a melody starting with a half note G4, followed by quarter notes A4, B4, C5, B4, A4, G4, F#4, and E4. A dynamic marking *p* is placed above the first note. The lyrics "A - maz - ing ___ grace, how sweet the sound that" are written below the staff, with a long horizontal line under "ing" and "me!" in the next line.

p
A - maz - ing ___ grace, how sweet the sound that



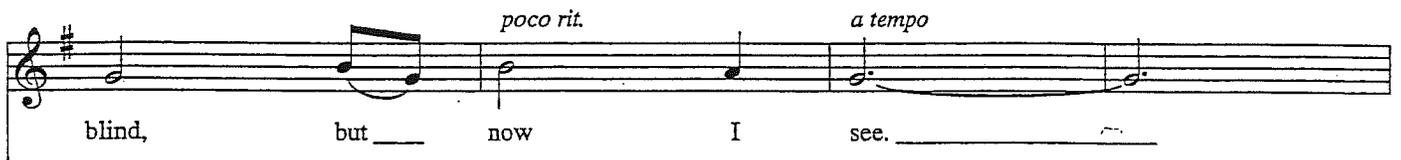
Musical staff 2: Treble clef, key signature of one sharp (F#), 3/4 time signature. The staff continues the melody with quarter notes D4, C4, B3, and A3. A long horizontal line is drawn under the notes for "me!". The lyrics "saved a ___ wretch like me! ___ I" are written below the staff.

saved a ___ wretch like me! ___ I



Musical staff 3: Treble clef, key signature of one sharp (F#), 3/4 time signature. The staff continues the melody with quarter notes G3, F#3, E3, D3, C3, B2, A2, and G2. The lyrics "once ___ was ___ lost but now ___ am ___ found, was" are written below the staff.

once ___ was ___ lost but now ___ am ___ found, was



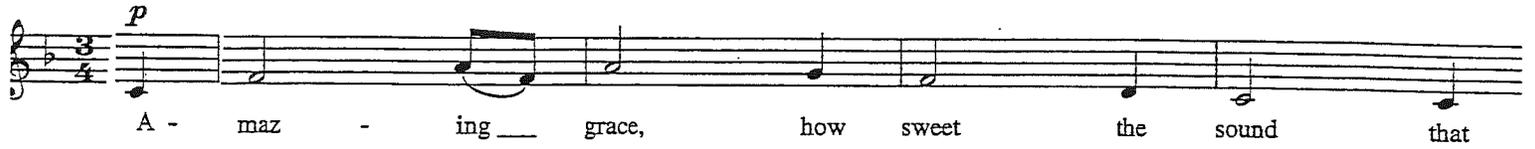
Musical staff 4: Treble clef, key signature of one sharp (F#), 3/4 time signature. The staff continues the melody with quarter notes F#2, E2, D2, and C2. A dynamic marking *poco rit.* is placed above the notes for "now", and *a tempo* is placed above the notes for "see.". The lyrics "blind, but ___ now I see. ___" are written below the staff.

poco rit. *a tempo*
blind, but ___ now I see. ___

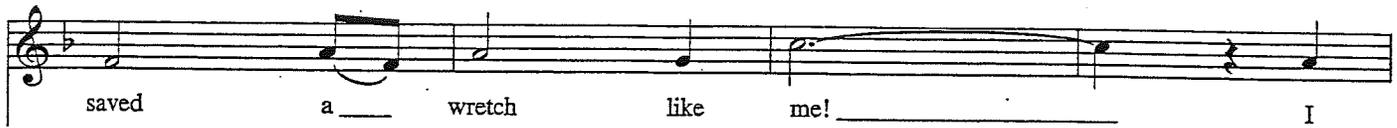
AMAZING GRACE

Low
Voice

P



A - maz - ing ___ grace, how sweet the sound that

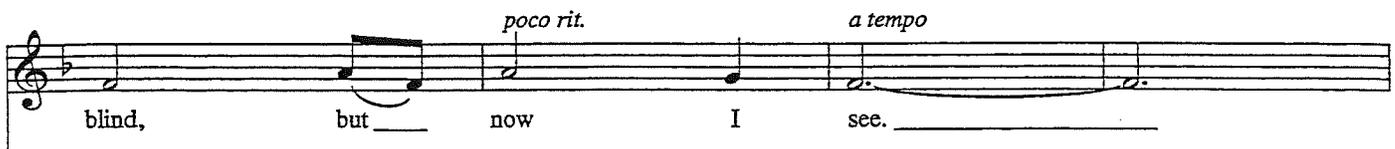


saved a ___ wretch like me! I



once ___ was ___ lost but now ___ am ___ found, was

poco rit. *a tempo*



blind, but ___ now I see. ___

JANUARY 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9 G1- Expressions, Part 1 G4- Allegro, Part 1	10 B1- Blue & Gold, Part 1 B2- Ambassadors, Part 1 B3- New Edition, Part 1	11 G1- Expressions, Part 1 G3- Counterpoints, Part 1 G4- Allegro, Part 1	12
13	14 B1- Blue & Gold, Part 1 B2- Rhapsody, Part 1 B3- New Edition, Part 1	15 G1- Expressions, Part 1 G3- Counterpoints, Part 1 G4- Accents, Part 1	16 B2- Rhapsody, Part 1	17 G1- Expressions, Part 1 G4- Accents, Part 1	18 APM NYC Trip	19 APM NYC Trip
20 APM NYC Trip	21 No School (MLK Day) APM NYC Trip	22 Paul Gulsvig Clinic	23 B1- Blue & Gold, Part 2 Paul Gulsvig Clinic	24 Paul Gulsvig Clinic	25 Paul Gulsvig Clinic	26
27	28 SRT & After School- Accents & Allegro, Part 2	29	30 G1- Expressions, Part 2 After School- Ambassadors, Part 2	31 After School- New Edition		

FEBRUARY 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 G1- Expressions, Part 2 SRT- Accents & Allegro	2
3	4	5 Mark Myers Clinic	6 B1- Remaining B&G, Part 2 Mark Myers Clinic	7 SRT- Rhapsody, Part 2	8	9
10	11 SRT- Rhapsody, Part 2	12	13 G1- Expressions, Part 2 Late Start & SRT- New Students & Makeups G3- Counterpoints, Part 2	14	15 G1- Expressions, Part 2 G3- Counterpoints, Part 2	16 AMB, ACC & NE @ Center Grove
17	18 ***Competition Supplement*** Due by 11:59pm No School (President's Day)	19 B3- SS & New Edition, Part 2 DANCE AUDITION, 3-6pm Auditorium (required for competitive choir)	20 Late Start & SRT- New Students & Makeups Musical Info Meeting	21	22	23 AMB & ACC @ Olentangy
24	25 Musical Auditions	26 Musical Callbacks	27 Tech Rehearsal for Choral Showcase	28 Choral Showcase		