

# Carmel High School

## Choir Placement Requirements 2025-2026

Auditions for all choirs for the 2025-2026 school year will be held throughout January and February. All students must complete the requirements 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. A full description of all choirs & courses offered can be found on the choir website at [www.carmelchoirs.org](http://www.carmelchoirs.org).

The placements will take place in multiple portions, depending on which ensembles the student is interested in. Each portion is outlined below. Placements will take place during class or SSRT starting the week of January 20, 2025.

### PLACEMENT OUTLINE

Part 1: (completed during class)

- Sight Reading
  - A short, 5-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: (completed during class)

- 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.

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

**\*Part 4 ONLY is required for students wishing to be considered for Select Sound or Applied Music.\***

Part 3: Dance Placement

- Students will learn a short dance combination and then perform it in small groups on February 20 from 4:15pm – 7pm

Part 4: Supplemental Placement Requirement

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

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Other factors to be considered in your placement:

1. Each student's general music theory knowledge and mastery
2. Each student's choir grade from first semester
3. Rehearsal discipline, attitude, maturity, responsibility, attendance, and enthusiasm in daily rehearsals throughout the year.

## SUPPLEMENTAL PLACEMENT REQUIREMENT (Part 4)

Any student who would like to be considered for placement in Ambassadors, Accents, New Edition or Select Sound is required to submit a supplemental video including the components listed below, in addition to their in-person placement during class. All videos must be submitted by no later than 11:59pm on January 31, 2025 and must be uploaded to the SmugMug folder listed in Canvas and on the choir website.

### 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.”
- Be sure the acoustics are not to “echoey” so that we can hear your actual voice without reverb
- Be sure that you look “professional” and put together in the video (don’t wear a ratty t-shirt or PJ’s)
- Feel free to splice the video together with cuts between each section (interview, scale, solo)

### Order of video: (MUST BE RECORDED IN THIS ORDER)

1. Clearly state your first and last name, & what grade you will be in next year, 24-25
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. Choose ONE of the following - 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.

## 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 2<sup>nd</sup> 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)
9. Disciplinary infractions, negative attitudes, and/or poor "teamwork" can be grounds for dismissal from the ensemble
10. Students must maintain a C average in all academic classes to maintain eligibility for these ensembles
11. Students receive 3 credits for this class (1. A weighted course grade 2. A PE credit 3. An 8<sup>th</sup> hour elective credit), therefore the work expectation and time commitment are significant.

### Financial Commitment

Ambassadors & Accents will pay approx. \$1,200 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, choreographers, clinicians, instrumentalists, arrangements, competition entry fees, etc. This averages out to approx. \$120 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.

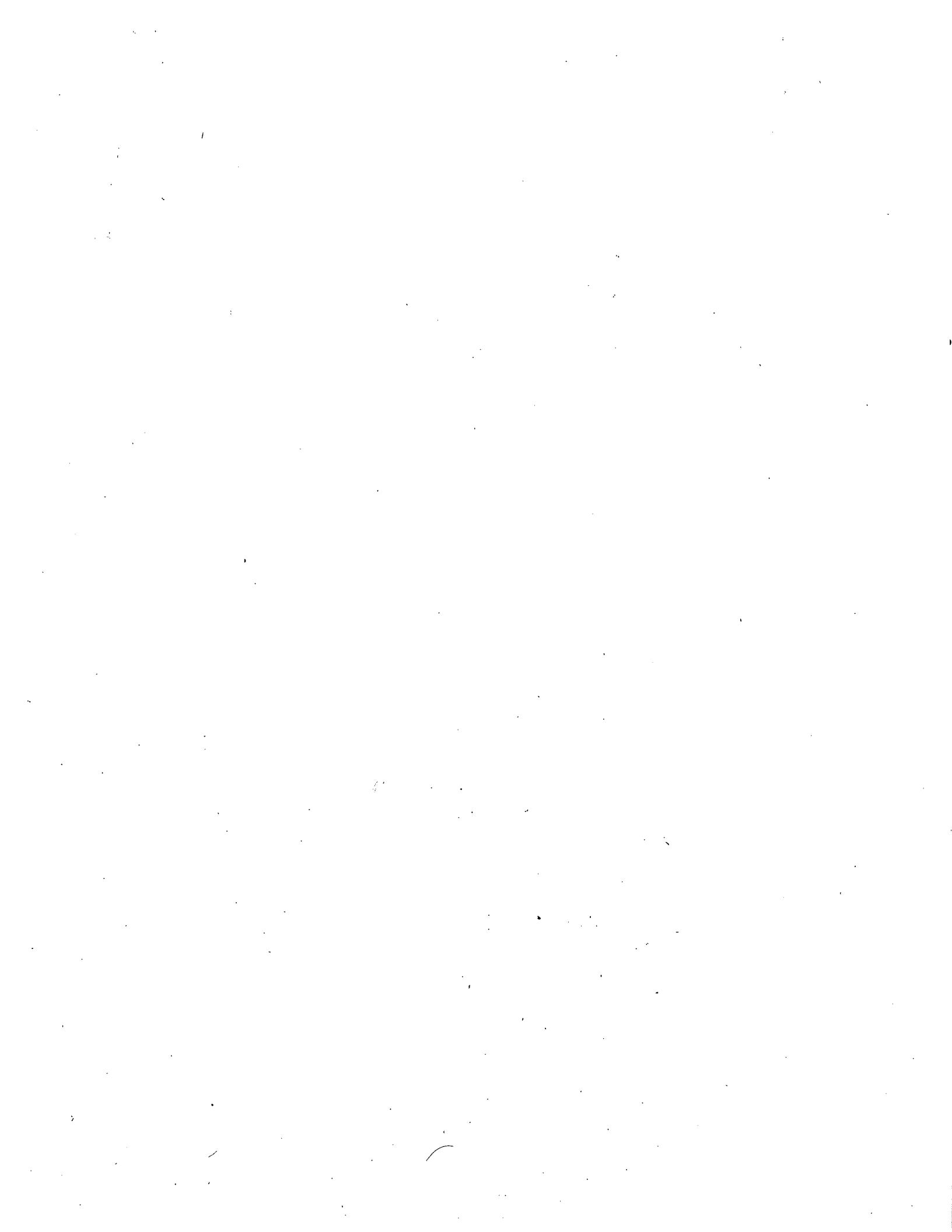
### Performance Etiquette/Costumes/Appearance Standards

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 – DO NOT AUDITION FOR AMB OR ACC UNLESS YOU CAN COMMIT TO THE REQUIRED SCHEDULE

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

- 3-4 day Retreat, July 23-26<sup>th</sup>, 2025 (MANDATORY ATTENDANCE!)
- Regular Monday (ACC) or Wednesday (AMB) night weekly rehearsals from 6:30-9:30pm
- Evening rehearsals on both Mondays & Wednesdays from 6:30-9:30pm for January – March only
- Performance at Homecoming Game, Veteran's Day Convocation, & Academic Transition Night (*Ambassadors only*)
- Approx. 4-5 weekends of competition (January – March)
- Car Wash & Half Notes (Ambassadors), Bake Sale & Princess Academy (*Accents*)
- Evening of Show Choir (1 performance + 3 additional evening rehearsals)
- ISSMA state Concert Choir competitions (2 Saturdays in April/May) (*Ambassadors only*)
- Various other after school rehearsals, plus some SSRT rehearsals, and an expectation of individual practice



Sample

Sight Singing #1

A musical score for Sight Singing #1, consisting of two staves (treble and bass clef) in 4/4 time. The key signature has two sharps (F# and C#). The melody in the treble clef starts on G4, moves to A4, B4, C5, then descends through B4, A4, G4, F#4, E4, D4, C4, and ends on B3. The bass line starts on G3, moves to A3, B3, C4, then descends through B3, A3, G3, F#3, E3, D3, C3, and ends on B2.

Sample

Sight Singing #2

A musical score for Sight Singing #2, consisting of two staves (treble and bass clef) in 4/4 time. The key signature has three flats (Bb, Eb, and Ab). The melody in the treble clef starts on G4, moves to A4, B4, C5, then descends through B4, A4, G4, F#4, E4, D4, C4, and ends on B3. The bass line starts on G3, moves to A3, B3, C4, then descends through B3, A3, G3, F#3, E3, D3, C3, and ends on B2.

Sample

Sight Singing #3

A musical score for Sight Singing #3, consisting of two staves (treble and bass clef) in 4/4 time. The key signature has four sharps (F#, C#, G#, and D#). The melody in the treble clef starts on G4, moves to A4, B4, C5, then descends through B4, A4, G4, F#4, E4, D4, C4, and ends on B3. The bass line starts on G3, moves to A3, B3, C4, then descends through B3, A3, G3, F#3, E3, D3, C3, and ends on B2.



# Shalom, Pacem, Peace

SATB with Descant and Piano\*  
with Optional Cello, Violin 1 and 2 (or Flute and Oboe)\*\*

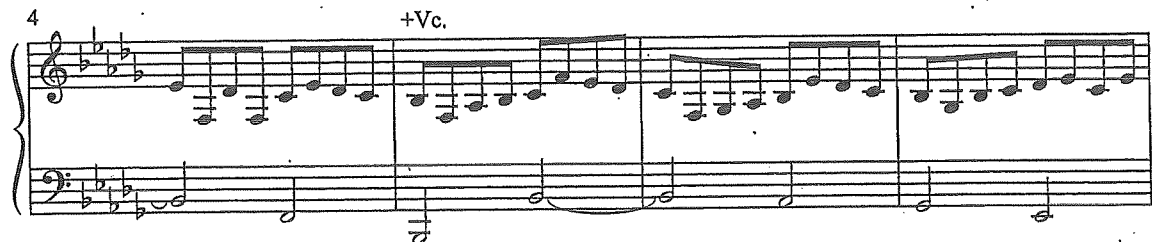
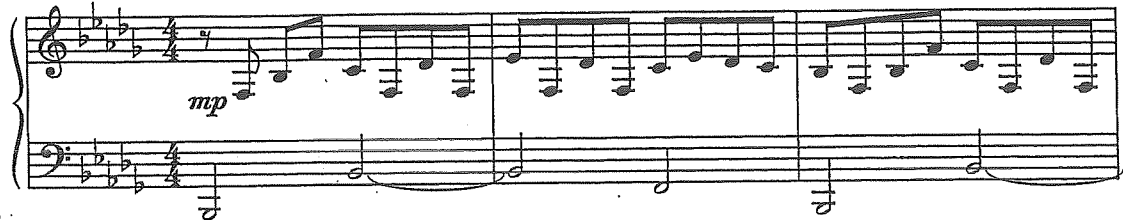
Traditional, adapted by  
Ruth Elaine Schram

By the Waters of Babylon, Traditional  
Arranged by Ruth Elaine Schram

Ranges: Sop. Descant Soprano Alto Tenor Bass



① Fluidly  $\text{♩} = 92 - 96$



8

S *mp*  
Sha - lom a - lei - chem, a -

A *mp*  
Sha - lom a - lei - chem, a -

TB *mp*  
Sha - lom a - lei - chem, a -

+Vln. 2

Duration: approx. 2:30

\*Also available: Three-part (Any Combination of Voices) (15/2796H); Performance/Accompaniment CD (99/2778H).

\*\*Cello and Violin parts are on pages 10-12.

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11

lei - chem sha - lom, sha - lom. Do - na no - bis

lei - chem sha - lom, sha - lom. Do - na no - bis

lei - chem sha - lom, sha - lom. Do - na no - bis

+Vln. 1, -Vln. 2

14

*mf* *mp* *mf* *mp*

pa - cem, pa - cem, pa - cem.

*mf* *mp* *mf* *mp*

pa - cem, pa - cem, pa - cem.

*mf* *mp* *mf* *mp*

pa - cem, pa - cem, pa - cem.

*mf* *mp* *mf* *mp*

17

Peace be un - to you, be un - to you, and un - to

Peace be un - to you, be un - to you, and un - to

Peace be un - to you, be un - to you, and un - to

+Vln. 2, -Vln. 1

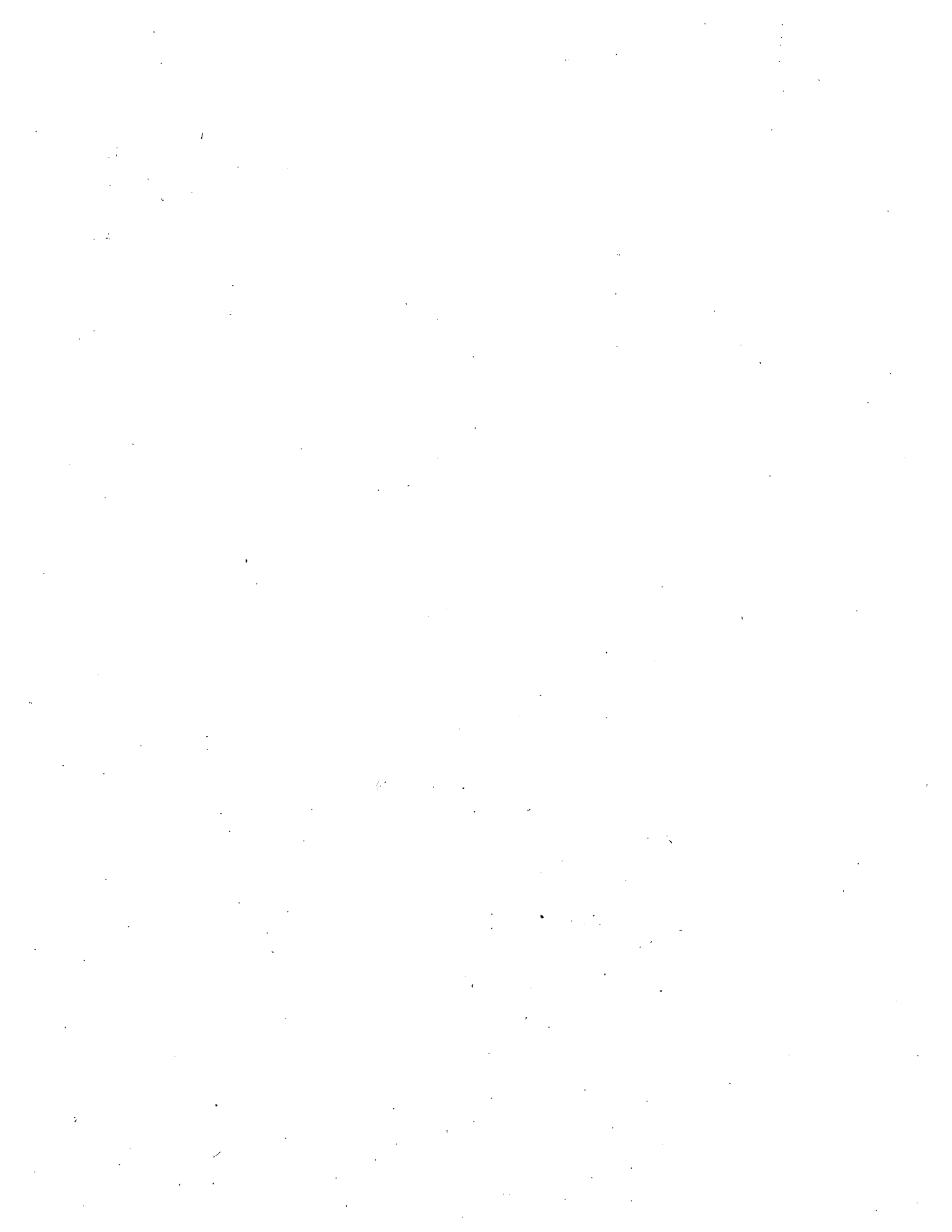
20

you be peace.

you be peace.

you be peace.

+Vln. 1, -Vln. 2



# CARMEL HIGH SCHOOL CHOIR 2025-2026 PLACEMENT 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 (2024-2025):                      10           11           12

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

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.
- b. \_\_\_\_\_ I'm interested in an intermediate ensemble with moderate time commitment.
- c. \_\_\_\_\_ I would prefer a non-competitive ensemble with very little time commitment.

4. Choreography

- a. \_\_\_\_\_ I'm interested, and feel I am capable of handling, an ensemble with advanced level choreography.
- b. \_\_\_\_\_ I'm interested, and feel I am capable of handling, an ensemble with intermediate level choreography.
- c. \_\_\_\_\_ I'm interested in a choir that mostly stands and sings, but does minimal, simpler choreography.

5. Are you interested in being considered for the 2025-2026 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, etc.

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

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

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9. How many choir classes can you fit in your schedule next year?                      1           2           3

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

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# 25-26 PLACEMENT SCORESHEET

Sophomore

Junior

Senior

**Range:** (low) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(high) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Comments:**

Volume: 1 2 3 4 5

Intonation: 1 2 3 4 5

Tone: Breathy Balanced Edgy/Strident

Register Shift: Smooth Rough

**Melodic Reading**

Melody: 1 2 3 4 5

Rhythm: 1 2 3 4 5

**Comments:**

Score: \_\_\_\_\_/10

**Tonal Memory**

#1	1	2	3		
#2	1	2	3	4	
#3	1	2	3	4	5

Score: \_\_\_\_\_/12

**Comments:**

**Vocal Solo**

Intonation/Pitch	1	2	3	4	5
Tone Quality	1	2	3	4	5
Breath Support	1	2	3	4	5
Melodic/Rhythmic Precision	1	2	3		
Musicality/Phrasing	1	2	3		
Posture/Presence	1	2	3	4	5
Overall Performance					

**Comments:**

Sharp Flat Changing throughout

Breathy Balanced Edgy/Strident

Score: \_\_\_\_\_/26

**Discipline/Attitude**

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

Score: \_\_\_\_\_/12

**Comments:**

**TOTAL VOCAL SCORE: \_\_\_\_\_ / 60**

**Carmel High School Choir Department**  
**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 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, then 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

**2025-2026 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 reflects 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. **You MUST be able to attend the summer retreat in order to be placed in one of these ensembles.**
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 (Show Choir Camps of America, Songbook, 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 2025-2026 Ambassador & Accent Guidelines and understand our commitment to making the choir program a successful and enjoyable experience.*

\_\_\_\_\_ has our permission to be a member of the Ambassadors or Accents & will commit to participation as outlined above & established by the choir handbook & directors.  
(Student Name)

List additional extracurricular commitments and potential time conflicts:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature