

Carmel High School Choir Placement Requirements 2026-2027

Auditions for all choirs for the 2026-2027 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.

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 22, 2026.

PLACEMENT ASSESSMENT PART 1:

- Sight-Singing a short, 5-measure segment of music on solfege syllables
- Tonal memory – three passages, played in sequence, and sung back by the student on numbers or a neutral syllable to determine their ability to retain pitch by ear.

PLACEMENT ASSESSMENT PART 2:

- Range Check – simple vocal exercises to determine the student's comfortable vocal range
- Required Vocal Solo – Sing a short section of an assigned song (enclosed in packet). Song is performed acapella. *(Students not already enrolled in the choir program can choose their own segment of a song)*

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.

PLACEMENT ASSESSMENT PART 3:

- Dance Placement – Students learn a short dance combination and then perform it in small groups on February 19, 2026 after school

PLACEMENT ASSESSMENT PART 4:

- Supplemental Video Audition & Interview (see next page for video requirements)

OTHER FACTORS 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 February 1, 2026 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, 26-27
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:
 - High voice F-F
 - Medium voice C-C
 - Low voice A-A
4. Sing an acapella cutting of a musical theater or pop song of your choice.
 - This should be between 24-32 bars.
 - Must be memorized and acapella.
 - 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*:
 - What are your greatest visual and vocal strengths and weaknesses?
 - What do you have to contribute to a competitive-level ensemble?
 - What do you hope to gain from being in a competitive-level ensemble?
 - What essential character traits do you believe should be expected from all members of Carmel High School’s advanced, competitive choral ensembles, and why?

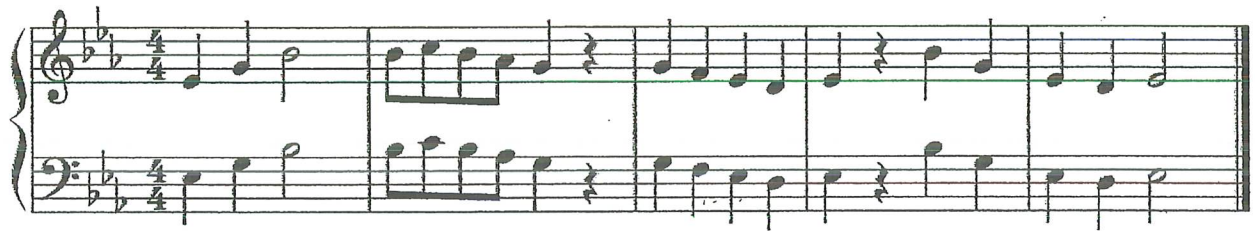
Samples of S.R. Difficulty

Sight-Reading Example 1



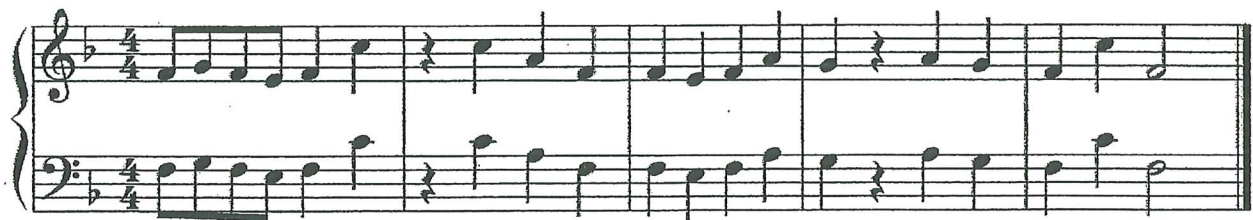
Musical notation for Sight-Reading Example 1, featuring a treble and bass clef, a key signature of one sharp (F#), and a 4/4 time signature. The piece consists of two staves with a grand staff bracket. The melody in the treble clef starts with a quarter note G4, followed by eighth notes A4, B4, C5, and D5. The bass clef accompaniment starts with a quarter note G3, followed by eighth notes A3, B3, and C4. The piece concludes with a double bar line.

Sight-Reading Example 2



Musical notation for Sight-Reading Example 2, featuring a treble and bass clef, a key signature of two flats (Bb, Eb), and a 4/4 time signature. The piece consists of two staves with a grand staff bracket. The melody in the treble clef starts with a quarter note G3, followed by quarter notes A3, Bb3, and C4. The bass clef accompaniment starts with a quarter note G2, followed by quarter notes A2, Bb2, and C3. The piece concludes with a double bar line.

Sight-Reading Example 3



Musical notation for Sight-Reading Example 3, featuring a treble and bass clef, a key signature of two flats (Bb, Eb), and a 4/4 time signature. The piece consists of two staves with a grand staff bracket. The melody in the treble clef starts with a quarter note G3, followed by quarter notes A3, Bb3, and C4. The bass clef accompaniment starts with a quarter note G2, followed by quarter notes A2, Bb2, and C3. The piece concludes with a double bar line.

Sample of Difficulty

Tonal Memory

A musical score for a tonal memory exercise, consisting of two staves (treble and bass clef) and a sequence of 15 numbered notes above the staff. The notes are: 1 (C4), 2 (D4), 3 (E4), 1 (C4), 2 (D4), 3 (E4), 4 (F4), 1 (C4), 2 (B3), 3 (A3), 4 (G3), 5 (F3). The notes are written as quarter notes on a grand staff. The first three notes (1, 2, 3) are in the treble clef, and the remaining twelve notes (1, 2, 3, 4, 1, 2, 3, 4, 5) are in the bass clef. The notes are: 1 (C4), 2 (D4), 3 (E4), 1 (C4), 2 (D4), 3 (E4), 4 (F4), 1 (C4), 2 (B3), 3 (A3), 4 (G3), 5 (F3).

SHENANDOAH

American Folk Song
Arranged by JAY ALTHOUSE

Slowly, with freedom of
movement throughout (♩ = ca. 63-66)

p
Oh,

5

mp
Shen-an-doah, I long to hear you. A way, you roll-ing riv-er. Oh,

9

cresc.
Shen-an-doah; I long to hear you. A way, I'm bound a-way 'cross the

13

holding back. p in tempo
wide Mis-sou-ri.

holding back p in tempo

SHENANDOAH

American Folk Song
Arranged by JAY ALTHOUSE

Slowly, with freedom of
movement throughout ($\text{♩} = \text{ca. } 63-66$)

The first system of music consists of a vocal line and a piano accompaniment. The vocal line begins with a whole rest followed by a half note G4, marked with a *p* dynamic. The piano accompaniment starts with a *p* dynamic and features a steady eighth-note bass line in the left hand and chords in the right hand.

5

The second system contains the first line of lyrics: "Shen-an-doah, I long to hear you. A - way, you roll-ing riv-er. Oh,". The vocal line is marked with a *mp* dynamic. The piano accompaniment continues with a *mp* dynamic, maintaining the eighth-note bass line.

9

The third system contains the second line of lyrics: "Shen-an-doah, I long to hear you. A - way, I'm bound a - way 'cross the". The vocal line is marked with a *cresc.* dynamic. The piano accompaniment also features a *cresc.* dynamic.

13

The fourth system contains the final line of lyrics: "wide Mis-sou - ri." The vocal line is marked with "holding back" and *p* in tempo. The piano accompaniment is also marked with "holding back" and *p* in tempo.

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)
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 8th 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 30-August 3rd, 2026 (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

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

2026-2027 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 or Accents, 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 these ensembles 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 2026-2027 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
(Student Name) participation as outlined above & established by the choir handbook & directors.

List additional extracurricular commitments and potential time conflicts:

Student Signature

Parent Signature

CARMEL HIGH SCHOOL CHOIR 2026-2027 PLACEMENT FORM

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

Home Phone: _____ Student Cell Phone (optional): _____

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

Student Email: _____

Parent Email: _____

Grade Level you will be in NEXT YEAR (2026-2027): 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 2026-2027 Applied Music Class? Yes No

6. Are you interested in being considered for the 2027 International Choir? Yes No

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

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

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

10. How many choral ensembles can you fit in your schedule next year? 1 2 3

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

26-27 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