

# Concert Band and Orchestra – Audition Information



You will probably feel a bit nervous when you enter the audition room. The good news is that everyone else is likely to feel the same. Try to relax. Auditions are not as bad as you think and we will be working hard to make it a positive experience for you and help you to play your instrument to the best of your ability.

Although Tony Ryan, the conductor of the Orchestra, and Matthew Harris, the conductor of the Concert Band, will be involved in the audition process, they may ask a tutor who knows about your instrument, to take the audition.



If you have been in the Concert band or Orchestra in previous years, you will not necessarily be assured of a place this year. This is because the auditions have to be fair to all those applying and we need to treat everyone openly and fairly.

The audition process will be exactly the same for everyone and you will be selected on the criteria outlined below.

Each audition will take approximately five minutes.

The results of the auditions will be emailed to you and your school around 18th June, 2023.



## What you can expect at the audition:

You will be contacted and told where and when your audition will be held and who will be conducting the audition.

You must prepare a piece of music which you have selected and which should last no longer than two minutes (preferably less). This could be a whole piece or a portion of a piece. We want you to show us how well you can play.

You will then be given a short piece of music to sight read. This is chosen by the person auditioning. You will be given thirty seconds to look at the music before being asked to play it. If you look at the criteria for sight reading, you will see that even if you can't play all the notes, you get marks for keeping the rhythm and maintaining the tone so it is worth persevering!

You will be asked to play a selected scale\*. You can earn a maximum of 10 points for this section. You may choose to play a major scale of B flat or C or D.  
(\*Does not apply to untuned percussion).

## What kind of instrumentalists are we looking for?

**Orchestra players:** All standard orchestral instruments including tuned and untuned percussion (piano players are not required).









### Concert band players:

- **Woodwind:** (Clarinet, Flute, Oboe, Saxophone and Bassoon)
- **Brass:** (Trumpet, Cornet, Trombone, French Horn, Tenor Horn, Baritone, Euphonium and Tuba)
- **Percussion:** Tuned and untuned percussion, electric bass guitar (piano players are not required).



## What kind of skills do instrumentalists have to have?

You should be able to:

-  read music competently
-  play with a strong, rhythmical sense
-  produce a full tone on your instrument
-  be reliable
-  be a team player and enjoy being part of a team
-  follow the direction of a conductor precisely
-  play well, in tune (does not apply to untuned percussion)
-  play music with at least 3 sharps or 3 flats, major or minor (does not apply to untuned percussion)

**Sight Reading:** You will be given 30 seconds to look at the music before being asked to play it. A maximum of 10 points for this section. (*See below for Percussion sight reading information.*)

This is how we will assess your ability to Sight Read	Points
<b>Melodic Accuracy:</b> Student plays all (2); the majority (1); less than half (0) of the notes in the excerpt correctly	2
<b>Rhythmic Accuracy:</b> Student plays all (2); the majority (1); less than half (0) of the rhythms in the excerpt correctly	2
<b>Tone Production:</b> Student plays the excerpt with a full tone (2); reasonably consistent tone (1); very little (0)	2
<b>Expression and General Musicianship:</b> observing dynamic indications, appropriate performance directions and tempo indications	4
	10

**Scales\*:** You may choose to play a major scale of B flat or C or D. You will earn a maximum of 10 points for this section. (\*does not apply to untuned percussion).

This is how we will assess your ability to play scales	Points
Student plays the scale completely accurately with no wrong notes (4); mostly accurately with one or two wrong notes (3); inaccurately with more than two wrong notes (2); inaccurately with a significant number of incorrect notes (1/0)	4
Student plays the scale using the appropriate tempo and rhythm the first time without having to start over (2); some hesitancy (1); unable to complete scale (0)	2
Degree of difficulty: 3 octaves (4); 2 octaves (3); 12 <sup>th</sup> ( <i>NB woodwind and brass only</i> ) (2); 1 octave (1)	4
	10

## This is how we will assess the playing of your instrument

	1 point	2 points	3 points	4 points	5 points
<b>Tuning/Pitch Accuracy (Excluding percussion)</b>	Significant number of errors. Tonality is unclear	Many wrong notes that substantially detract from the overall performance	Some wrong notes and/or intonation difficulties that detract from the overall performance	Most notes are played correctly with just a few intonation difficulties	All notes are played correctly and are accurate in all ranges and registers
<b>Tone Production (Excluding percussion)</b>	Does not play with a good sound. Tone may be too thin or too harsh	A reasonable tone but has some significant flaws in basic production	Shows evidence of good tone most of the time but is not consistent (sometimes too thin or too harsh)	Displays a characteristic tone quality across most of the range. May occasionally distort in extreme passages	Is full, rich and characteristic of the tone quality of the instrument in all ranges and registers
<b>Rhythmic Accuracy</b>	Frequent stops and displays many errors. Tempo inappropriate or not maintained	A significant number of rhythmic errors resulting in hesitancy and possibly stopping once or twice	Generally correct but with a significant number of rhythmic inaccuracies. Tempo has been established and maintained	Generally correct rhythmically with very few errors. An appropriate tempo has been set and maintained	Rhythmically very assured with no or very few errors. An appropriate tempo has been set and maintained
<b>Expression</b>	Performance shows no evidence of musical expression	Essentials of good phrasing and musical expression beginning to emerge	Student has some success with the use of phrasing to express the feeling in the music	Good use of phrasing and other expressive ideas most of the time. Shows an understanding of dynamic markings in most of the performance	Student demonstrates maturity in the use of phrasing, dynamics, expression and other aspects relating to a successful performance
<b>Degree of Difficulty</b>	Student is able to play at the level of a Grade 3 student	Student is able to play at the level of a Grade 4 student	Student is able to play at the level of a Grade 5 student	Student is able to play at the level of a Grade 6 student	Student is able to play at the level of a Grade 7 student or above
<b>Performance Skills and Overall Impression</b>	Lacks confidence. Convincing performance skills not evident yet	Performance skills are beginning to emerge but at an elemental level	Presents the material reasonably confidently and musically	Displays confidence and a good technical command of the instrument. Interpretive skills emerging.	Confident performance of an excellent standard. Mature interpretation
<b>Total /30</b>					

**All the information on this page relates to Percussion ONLY**

	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>
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The following two items replace the first two in the table above.

<b>Technique (Percussion only)</b>	Low level of technical control	Low-medium level of technical control	Medium level of technical control	Medium-high level of technical control	High level of technical control
<b>Tempo (Percussion only)</b>	Tempo is inconsistent and/or out of sync with backing track	Tempo took some time to settle or had several slips	Tempo was mostly consistent, usually in sync with track	Tempo was consistent, mostly in sync with track	Tempo was consistent and appropriate, in perfect sync with track

**Sight Reading:** You will be given 30 seconds to look at the music before being asked to play it. A maximum of 10 points for this section.

You can choose to do your sightreading on tuned percussion (marimba) or untuned percussion (snare drum).

<b>This is how we will assess your ability to Sight Read</b>	<b>Points</b>
<b>Accuracy:</b> Student plays all (2); the majority (1); less than half (0) of the notes in the excerpt correctly	<b>4</b>
<b>Consistency of tempo:</b> Student plays the excerpt with a full tone (2); reasonably consistent tone (1); very little (0)	<b>3</b>
<b>Expression and General Musicianship:</b> observing dynamic indications, appropriate performance directions and tempo indications	<b>3</b>
	<b>10</b>

If you are auditioning as a percussionist please bring:

- Your sheet music (even if you know your piece by heart)
- Any sticks or mallets you require
- A backing track (if required); bring it on a bluetooth capable device, or a device with mini jack or jack out. Or email the track to the auditioner at least 48 hours prior (percussem@gmail.com)