

# 2020



## FMEA All-State Elementary Chorus Music Teacher Packet

### FEMEA Mission Statement

*The mission of the Florida Elementary Music Educators Association (FEMEA) is to unite and support music educators in order to provide a high quality comprehensive music education for all children.*

### FMEA All-State Goals

To provide elementary school students with:

- an exciting, quality choral experience with other students from Florida.
- an opportunity to share vocal artistry and grow as musicians.
- an opportunity to work with a guest clinician.
- an opportunity to sing quality children's choral repertoire.
- an opportunity to perform at the FMEA Professional Development Conference.

To provide an opportunity for elementary music educators to set new standards of vocal excellence in the public and private schools of Florida.

### 2020 Important Dates *New this year:* note earlier dates and deadlines

- May 1<sup>st</sup> Packets available. Select students. Create preparation plan.
- September 1<sup>st</sup> Renew/Become FEMEA/FMEA/NAfME membership.
- September 12<sup>th</sup> Postmark to mail contracts applications, payment.
- Audition submission portal closes 11:59p.m.
- October 1<sup>st</sup> Results posted.
- October 12<sup>th</sup> Regional registration/payments due.
- October 19<sup>th</sup> All-State materials fee postmark

## Quick Reference

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*We are delighted that you are interested in participating in the FMEA All-State. Students who are selected for the FMEA All-State Orff Ensemble will achieve a unique honor for themselves and their schools. FEMEA is committed to setting new standards of musical excellence in the public and private schools of Florida through an exciting, high quality experience for students. We hope that you will lend your support to this event by nominating your students.*

## Teacher Eligibility

Any music teacher who wishes to nominate students, enrolled in a DOE course that he/she personally teaches, for the FMEA All-State Elementary Chorus MUST pay NAfME, FMEA and FEMEA (\$30) dues by September 1, 2019. The music teacher must hold full active membership in FEMEA. **Each FEMEA member may nominate up to five students for the FMEA All-State Elementary Chorus.** Itinerant teachers must abide by the same policy and decide how to divide the five allowed auditions among their schools.

In order to broaden participation and fulfill the mission of FEMEA, each member is permitted to submit up to 5 auditions. Only 5 students per school will be selected to participate. Itinerant teachers must decide how to divide the 5 allowed auditions among their schools.

## Student Eligibility

Elementary students with unchanged voices in 4<sup>th</sup> and 5<sup>th</sup> grades that are currently participating in an elementary school or home-school association music program.

- Sign a participant contract in which the student agrees to demonstrate appropriate behavior while at the Convention Center.
- Memorize all music by January 8, 2020.
- Wear black dress pants or slacks, a long-sleeved white dress shirt or blouse that can be tucked in and black low-heeled or flat dress shoes with black socks for the concert performance.

## Paperwork and Payment

### Data Collection

Print and distribute copies of All-State Data Collection Workshop located on [femea.flmusiced.org](http://femea.flmusiced.org).

### Signatures

- Enclose one complete application form with *original* signatures for each student.
- Enclose the Invoice/Teacher Contract, signed by you and your principal.
- **Include original signed student participation contracts for All-State and Regional Festival, if applicable.**

### Secure Payment

- Secure audition fees from each nominated student.
- \$15 per 2020 nominated student. Fees are payable online by school credit card or teacher credit card only payable to FEMEA and mail all forms postmarked by September 12, 2019 to District Chair.(address on invoice)
- Communicate with your Bookkeeper/PTA.
- Enclose printed receipt of online credit card payment made payable to FEMEA for the appropriate amount of the audition fee(s).
- Split tender not accepted.

### Submissions

- Print online-generated Elementary Chorus application forms to send home with your students for parents/guardians and to sign and fill in or change information. If you don't have all the information needed prior to printing the forms, enter what you have. Information added or changed on the forms by the parents must also be added or changed in the website.
- An online Invoice/Teacher Contract will be generated and must be printed and signed by teacher and principal.
- Use a 9x12 envelope to prevent folding of documents. If documents are not folded, no additional copies are required.
- Address envelope to District Chair. (see invoice)

### Copies

- Retain a hard copy of your paperwork for your records. No additional copies are required to be sent.
- If documents are folded for mailing, you must include photocopies of all applications and contracts.

## Preparation

### Tips for Success

- Prepare all audition music with students. Consider printing and using rubric for self-check and teacher-evaluation prior to recording. (Adjudication tutorial is a great resource for helping evaluate and prepare your students for success.)
- Prepare yourself for recording the audition by reading all instructions carefully.
- Use an acoustic piano tuned to A440. If only an electronic keyboard is available, use the piano setting.

| Scoring Rubric for Part 1: Tonal Memories 1-3 |   |  |   |  |  |
|---|---|--|---|--|--|
|   | 4 Points:   | 3 Points:  | 2 Points:   | 1 Point:   | 0 Points:  |
| <b>Tone Quality</b>                           | <ul style="list-style-type: none"> <li>Clear, centered rich tone in head voice for entire measure.</li> <li>Free of pushing or sliding</li> </ul> | <ul style="list-style-type: none"> <li>Head voice for entire measure</li> <li>Free of pushing or sliding</li> <li>Tone is breathy or thin</li> </ul> | <ul style="list-style-type: none"> <li>Head and Chest voice present</li> <li>Raspy, nasal and/or unsupported</li> </ul> | <ul style="list-style-type: none"> <li>Chest voice for most or all of measure</li> <li>Pushed or strained</li> <li>Sliding, pop or Broadway Style present</li> </ul> | <ul style="list-style-type: none"> <li>Speaking voice</li> <li>Does not complete example</li> </ul>  |
| <b>Vocal Technique: Vowels</b>                | Tall, rounded “oo” vowels   | <ul style="list-style-type: none"> <li>Closed “oo” vowels</li> </ul>   | <ul style="list-style-type: none"> <li>Open tone but not “oo” vowel - (too “ah,” “oh,” etc.)</li> </ul>                 | <ul style="list-style-type: none"> <li>Closed “ew” vowel</li> </ul>  | <ul style="list-style-type: none"> <li>Does not complete example</li> </ul>  |
| <b>Pitch/Rhythm: As printed on the page</b>   | <ul style="list-style-type: none"> <li>Accurate pitch, intonation and rhythm for entire measure</li> </ul>  | <ul style="list-style-type: none"> <li>1 pitch/rhythm error</li> </ul>   | <ul style="list-style-type: none"> <li>2 pitch/rhythm errors</li> </ul>   | <ul style="list-style-type: none"> <li>3 pitch/rhythm errors</li> </ul>  | <ul style="list-style-type: none"> <li>4 or more pitch/errors including sharp, flat, down octave</li> <li>Teacher does not play correct pitches/rhythms, provides pitch on instrument other than piano, or sings pitch to student.</li> <li>Does not complete example</li> </ul> |

| Scoring Rubric for Part 2: “Are You Sleeping?” and Part 3: “America” |  |  |   |  |  |
|--|--|--|---|--|--|
|  | 4 points   | 3 points   | 2 points  | 1 point  | 0  |
| <b>Tone Quality</b>  | <ul style="list-style-type: none"> <li>Clear, centered, rich tone in head voice throughout</li> <li>Free of pushing, sliding, pop, country, or Broadway styles</li> </ul>        | <ul style="list-style-type: none"> <li>Head voice throughout</li> <li>Tone is breathy or thin</li> <li>Free of pushing, sliding, pop, country, or Broadway styles</li> </ul> | <ul style="list-style-type: none"> <li>Head and chest voice present</li> <li>Excessive vibrato</li> <li>Pushing</li> <li>Nasal sound</li> <li>Free of sliding pop, country, or Broadway styles</li> </ul> | <ul style="list-style-type: none"> <li>Chest voice for most or throughout</li> <li>Raspy, pushed or strained</li> <li>Sliding, pop, country or Broadway style</li> </ul> | <ul style="list-style-type: none"> <li>Speaking voice</li> <li>Does not complete song</li> </ul>   |
| <b>Vocal Technique: Vowels and Consonants</b>                        | <ul style="list-style-type: none"> <li>All tall, rounded vowels</li> <li>Correct execution of diphthongs</li> <li>Clearly enunciates beginning and ending consonants.</li> </ul> | <ul style="list-style-type: none"> <li>Mostly tall vowels</li> <li>1 or 2 diction errors</li> </ul>  | <ul style="list-style-type: none"> <li>Some tall rounded vowels</li> <li>3-4 diction errors</li> </ul>  | <ul style="list-style-type: none"> <li>Vowels are spread or closed.</li> <li>5 or more diction errors</li> </ul>   | <ul style="list-style-type: none"> <li>Does not complete song</li> </ul>   |
| <b>Pitch/Rhythm: As printed on the page</b>                          | <ul style="list-style-type: none"> <li>Accurate pitch and intonation throughout</li> <li>Accurate rhythm throughout.</li> </ul>  | <ul style="list-style-type: none"> <li>1 or 2 pitch/rhythm errors (includes being sharp or flat)</li> </ul>  | <ul style="list-style-type: none"> <li>3-4 pitch/rhythm errors (includes being sharp or flat)</li> </ul>  | <ul style="list-style-type: none"> <li>5 or more pitch/rhythm errors (includes being sharp or flat)</li> </ul>   | <ul style="list-style-type: none"> <li>Wrong pitch/rhythm throughout</li> <li>Sings an octave down</li> <li>Does not complete song Teacher sings/instrument other than piano provides pitch</li> </ul> |
| <b>Tempo: □= 90-100 beats per minute (bpm)</b>                       | <ul style="list-style-type: none"> <li>Maintains appropriate steady tempo throughout</li> </ul>  | <ul style="list-style-type: none"> <li>Maintains steady tempo at less than 90 bpm</li> </ul>   | <ul style="list-style-type: none"> <li>Maintains steady tempo at more than 100 bpm</li> </ul>   | <ul style="list-style-type: none"> <li>Inconsistent through out</li> </ul>   | <ul style="list-style-type: none"> <li>Does not complete song Metronome use in recording</li> </ul>  |
| <b>Breath Control</b>  | <ul style="list-style-type: none"> <li>Takes breaths ONLY at indicated breath marks</li> <li>Holds last note for full value</li> </ul>   | <ul style="list-style-type: none"> <li>1 extra breath – OR – does not hold last note for full value</li> </ul>   | <ul style="list-style-type: none"> <li>2 extra breaths</li> <li>1 extra breath AND does not hold last note for full value</li> </ul>  | <ul style="list-style-type: none"> <li>3 or more extra breaths</li> <li>2 extra breaths AND does not hold the last note for full value</li> </ul>                        | <ul style="list-style-type: none"> <li>Does not complete song</li> </ul>   |
| <b>Maintains own part in “Are You Sleeping”</b>                      | <ul style="list-style-type: none"> <li>Maintains own part throughout</li> </ul>  | <ul style="list-style-type: none"> <li>Maintains own part for at least 75% of song.</li> </ul>   | <ul style="list-style-type: none"> <li>Maintains own part for at least 50% of song.</li> </ul>  | <ul style="list-style-type: none"> <li>Maintains own part for 25% of song.</li> </ul>  | <ul style="list-style-type: none"> <li>Does not complete song</li> </ul>   |

# Audition Material

## Teacher Directions

1. Start the recording (any pauses or stops in recordings can result in disqualification).
2. There are no verbal prompts given by teacher during the recording.
3. The student will echo melodies a cappella using the syllable “loo” at qtr note = 75 – 100 bpm.
4. Play the melodic example only one time.
5. Do not stop the recording until the audition is complete.
6. “Are You Sleeping?” will be sung *a cappella* as a round at qtr note = 90-100 bpm . The student will sing first and the teacher will enter after two measures. Sing only one time. Breath marks are included.
7. Be sure the student is closer to the microphone than the teacher during “Are You Sleeping?” The student’s voice should be dominant on the recording.
8. The final part of the audition is the prepared song “America” which will be sung a cappella at qtr note = 90-100 bpm. The student should sing the vocal line as written. Do not alter the rhythm or pitches as this will lower the score. Breath marks are included.

## Audition

1. Before you begin the audio recording, Teacher says; “We are going to make a recording for the FMEA All- State audition. When I start the recording, we will record the entire audition without stopping. Do not say your name, my name, or our school name during the recording.”
2. Start the recording.

### Part 1: Tonal Melodies

Teacher play Melody 1 on the piano. Qtr note = 75 – 100 bpm



Student echo sing Melody 1

Teacher play Melody 2 on the piano. Qtr note = 75 – 100 bpm



Student echo sing Melody 2.

Teacher plays Melody 3 on the piano. Qtr note = 75 – 100 bpm



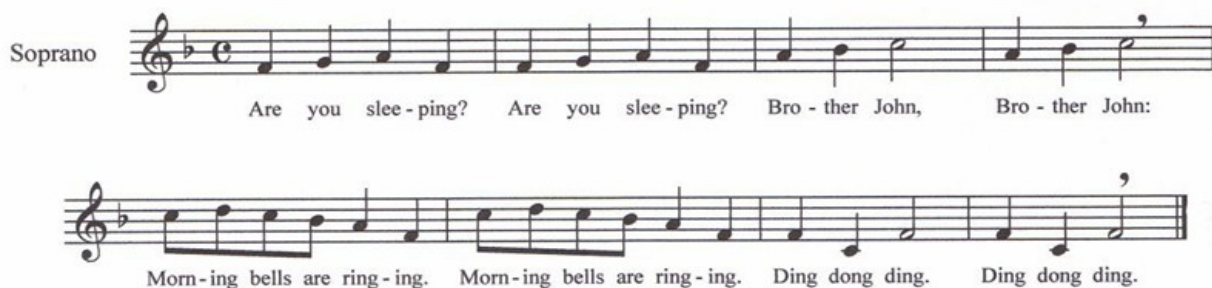
Student echo sing Melody 3.

### Part 2: Are You Sleeping

Teacher plays starting pitch (F) one time. Do not play the melody on the piano or sing starting pitch.

Student sings the first two measures of “Are You Sleeping?” *a cappella*. Teacher enters at the beginning of “Are You Sleeping?” and sings with student as a round. Quarter note = 90 – 100.

Soprano



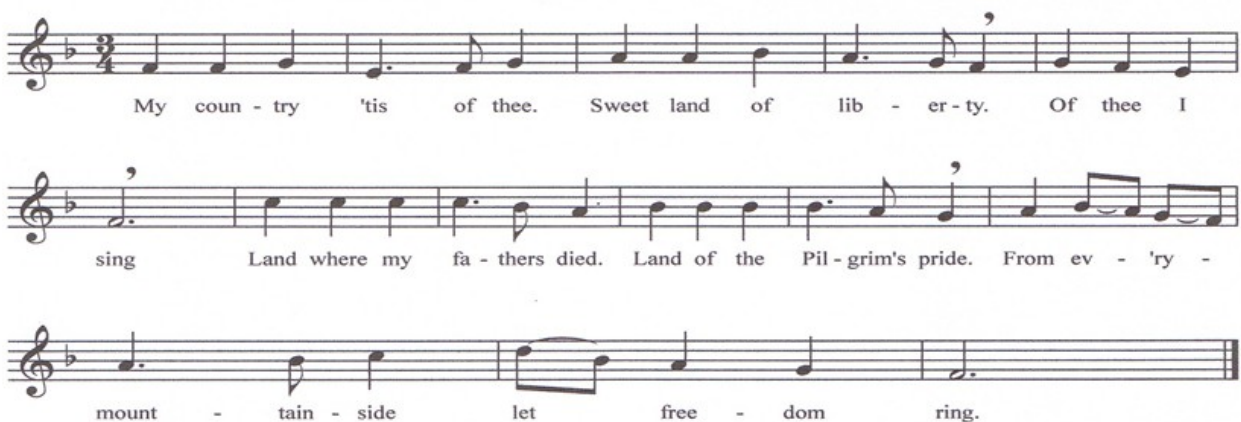
Are you slee - ping? Are you slee - ping? Bro - ther John, Bro - ther John:  
Morn - ing bells are ring - ing. Morn - ing bells are ring - ing. Ding dong ding. Ding dong ding.

### Part 3: America

Teacher plays starting pitch (F). Do not play the melody on the piano or sing starting pitch.

Student sings “America” *a cappella*. Quarter note = 90 - 100.

## America



My coun - try 'tis of thee. Sweet land of lib - er - ty. Of thee I  
sing Land where my fa - thers died. Land of the Pil - grim's pride. From ev - 'ry -  
mount - tain - side let free - dom ring.

## Avoiding Audition Errors

### Paperwork Errors

- Your paperwork is incomplete.
- Requisitions, purchase orders, or personal checks are used as payment for the audition fees.

### Deadline Errors

- You are not an FMEA **and** FEMEA member by September 1<sup>st</sup>.
- The audition paperwork is sent to your District Chair postmarked **after** September 12<sup>th</sup>.

### Recording Errors

- The recording cannot be adequately heard due to incorrect format, static or distortion.
- Teacher sings starting note/counts in pitch will be scored 0 in pitch rubric. (*see rubric*)
- Pitch given by instrument other than piano will be scored 0 in pitch rubric. (*see rubric*)
- A metronome is used during the audition recording will be scored a 0 in tempo. (*see rubric*)
- If recording is stopped or paused during the audition, the disqualify code RE (recording error) will invalidate the audition.
- Auditions that are not uploaded to the FEMEA website and/or in the required mp3 format will not be scored.
- If the name of the student, teacher, or school is mentioned or seen on the audition
- If the songs/exercises are not the correct ones or are not completed, the score 0 is given in all rubric elements.

## Audition Submission

### Computer Requirements

- See detailed Macintosh and Windows directions at [femea.flmusiced.org](http://femea.flmusiced.org).
- Audacity or similar audio program (see website for instructions)

### Recording Devices

- Computers, Phones, Tablets
- Mp3 recorder

### Upload/Data Transfer

- .mp3 format
- Login to FMEA website and look under the “FEMEA” heading on the members-only page

## Looking Ahead

### Audition Results/Selection Procedures

- The 2020 All-State list will be posted on a password-protected section of the FEMEA website, [femea.flmusiced.org](http://femea.flmusiced.org), on October 1, 2019.
- An adjudication panel of at least three judges will select approximately 200 students to participate in the FMEA All-State .
- All judges’ decisions are final. No audition recordings will be re-heard.