



# Elementary All-State Chorus INFORMATION PACKET 2022-2023

## Important Dates

<b>Monday, August 1, 2022</b>	Updated <b>audition information packet</b> and <b>sample recorded audition script</b> posted on FEMEA website
<b>Thursday, September 1, 2022</b>	<b>Official recorded audition script</b> is posted on FEMEA website. <i>This is the script that must be used for the audition.</i>
<b>Thursday, September 15, 2022</b>	Deadline to pay <b>NAfME, FMEA, and FEMEA membership dues</b>
<b>Thursday, September 22, 2022</b>	Deadline to <b>submit auditions</b> and <b>postmark applications</b> to FEMEA
<b>Tuesday, October 4, 2022</b>	<b>Audition results</b> posted by 5:00pm ET ( <i>subject to change</i> )
<b>Friday, October 14, 2022</b>	Registration deadline for Regional Chorus
<b>Saturday, October 22, 2022</b>	Regional Chorus events: Northern: University of West Florida, Pensacola, FL Central: location and date TBA Southern: Florida International University, Miami
<b>Friday, October 21, 2022</b>	Deadline to postmark <b>participation materials</b> for accepted singers
<b>Wednesday, January 11, through Thursday, January 12, 2022</b>	All-State Elementary Chorus <b>rehearsals</b> and <b>concert</b> at FMEA conference in Tampa

# Creating Audition Recordings

Please start reading through these directions now to help you become comfortable with the recording process.

## Setting Up the Recording

Students will be able to simultaneously **listen** and **record** themselves in order to successfully complete the All-State audition process. This can be accomplished via 1 or 2 electronic devices:

- **Computer/Laptop (1 device) - RECOMMENDED**
  - Open up a digital audio workstation (Garageband, Audacity, or other program of your choosing)
  - Insert the official audition recording script as a separate track; set this track's setting to headphones only
  - Insert wired headphones with working microphone (recommended) or bluetooth headphones. Be sure to check the digital audio workstation's input recording settings to ensure that the student's voice will be able to be recorded
  - Create a new track within which the student will record and test to ensure settings are correct
  - Press record to test that the recording script is playing correctly in the headphones and **not aloud over the computer's speakers**
- **Computer/Laptop + Cell Phone/Tablet (2 devices)**
  - Open up a digital audio workstation on the computer/laptop (Garageband, Audacity, or other program of your choosing)
  - Create a new track within which the student will record and test to ensure input settings are correct
  - Pull up the official audition recording script on the cell phone/tablet and connect wired headphones with working microphone (recommended) or bluetooth headphones; **do not allow the recorded script to play out of the device's external speakers**
  - Press record on the computer/laptop and play on the cell phone/tablet as close to simultaneously as possible
- **Cell Phone/Tablet + Cell Phone/Tablet (2 devices)**
  - On one device, open a recording application
  - On the other device, pull up the official audition recording script on the cell phone/tablet and connect wired headphones with working microphone (recommended) or bluetooth headphones; **do not allow the recorded script to play out of the device's external speakers**
  - Press record/play on both devices as close to simultaneously as possible

## Teacher Directions

1. Set up the recording using the instructions above.
2. Start the recording (remember, any pauses/skips/stops in recording can result in disqualification)
3. Play the recorded script
  - Before recording, we suggest that you say "We are going to make a recording for the FMEA All-State Elementary Chorus audition. When I start the recording, we will record the entire audition without stopping the recording. Do not say your name, my name, or our school name during the recording. I will not be able to talk during the recording."
4. Check to ensure the student can hear the script and that the script is not being played aloud. Observe the student as they complete the audition components as instructed on the recorded script.
5. **Do not stop or pause recording until the audition is complete.**
6. Listen to the entire recording to ensure that it is of quality and free from static, interference, or background noise.
7. **Do not edit the track.** Please submit as is. Yes, there will be gaps of silence (and this is by design).

# Audition Components

## Part 1: Vocal Exercises

The following is an example of the type of exercise that will be included in the audition itself.

To prepare students, use this or a similar vocal exercise. First, play the piano with the students as they perform the exercise. As they get higher, use the piano only to provide them with the new tonal center, but do not play the exercise note-by-note.



## Part 2: Tonal Melodies

The following are examples of the type of exercise that will be included in the audition itself.

To prepare students, use these patterns and make up your own patterns, to challenge and assess your singers' aural and recall skills. Play them on the piano and have students repeat them back on the syllable "la". Use major, minor, and chromatic intervals alongside various different rhythms.



## Part 3: Partner Song

During the audition, singers will be asked to perform either Part 1 or Part 2 of ***Shake the Papaya Down***, whilst hearing the other part in their ear. Students should practice BOTH parts, as they will not know which one they are to sing, until the official recording track is released on September 1.

This is meant to assess a child's vocal independence. Independence cannot be taught as a one-off lesson, it must be carefully developed over time. Use this exercise, as well as other partner songs and canons you know, to empower your students to be vocally independent.

Part 1



Ma-ma says no play, this is a work day. Up with the bright sun; get all the work done.



If you will help me, climb up the tall tree, shake the pa-pa - ya down.

Part 2



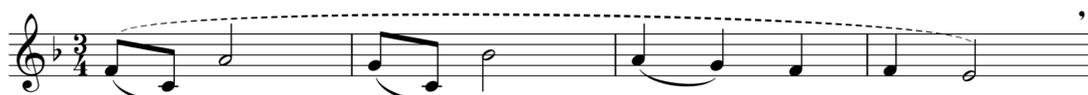
Shake them down, shake them down, climb the tall tree shake them down.



Shake them down, shake them down, shake the pa-pa - ya down.

### Part 4: Vocal Performance

Whilst teaching your singers *Dona Nobis Pacem*, be mindful of the skills that are being assessed in this portion. These criteria can be viewed in the following rubric. Singers will perform/record this as the final step of their audition. We recommend practicing at a tempo where the quarter note is ca. 86-92 bpm.



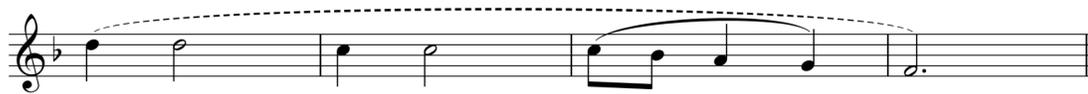
Do - na no - bis pa - cem, pa - cem.



Do - na no - bis pa - - cem.



Do - - na no - bis pa - cem.



Do - na no - bis pa - - cem.

# FEMEA All State Chorus Audition Rubric

Part 1 - VOCAL EXERCISES					
	4 Points	3 Points	2 Points	1 Point	0 Points
<b>Tone Quality</b>	Utilizes clear, centered, rich head voice for entire exercise  No pushing/sliding	Head voice is used for entire exercise, but tone is breathy or thin  No pushing/sliding	Head voice is present, but chest voice is used at inappropriate places  Tone is raspy and/or unsupported	Chest voice/pop-style is used more frequently than head voice  Tone is pushed or strained	Exercise cannot be completed accurately due to use of speaking voice, pitch matching issues  Exercise is not completed at all
<b>Vowel Placement &amp; Formation</b>	Consistently utilizes tall, rounded, forward-placed vowels	Consistently utilizes tall vowels; placement is occasionally nasal or pulled back, but not consistently	Tall vowels are utilized some of the time, but not consistently  Placement is consistently pulled back or nasal	Vowels are consistently spread or closed  Placement is almost always pulled-back or nasal	Does not complete exercise
Part 2 - TONAL MELODIES					
<b>Intonation/Pitch Accuracy</b>			Pitches are sung correctly and in tune for the entire exercise	1-2 pitch errors OR pitches are sung correctly but there are occasional intonation issues	3+ errors in pitch accuracy  Pitches are frequently out of tune
Part 3 - PARTNER SONG					
<b>Independence</b>			Correctly sings assigned melody with no pitch or rhythmic alterations	Maintains assigned melody with 1-2 notable errors in pitch or rhythmic accuracy	Performs assigned melody with 3+ notable errors in pitch or rhythmic accuracy  Utilizes speaking voice at any time  Melody is difficult to discern.
Part 4 - DONA NOBIS PACEM					
<b>Style</b>			Consistently demonstrates tone quality, placement, and vowel shapes consistent with bel canto style singing	Demonstrates understanding of tone quality, placement, and vowel shapes consistent with bel canto style singing, but does not apply it consistently	Does not demonstrate tone quality, placement, and vowel shapes consistent with bel canto style singing
<b>Breath Control/ Phrasing</b>			Holds notes to full rhythmic value and maintains 4-bar phrases with no errors	Generally holds notes to full rhythmic value and maintains 4-bar phrases, but with 1-2 notable errors	Demonstrates 3+ errors in rhythmic value/phrasing  Does not consistently hold notes to full value or maintain 4-bar phrases
<b>Intonation/Pitch Accuracy</b>			Accurate pitch and intonation for entire exercise	2-3 pitch or intonation errors	4+ errors in pitch accuracy

<b>Rhythmic Accuracy</b>			Accurate rhythm throughout  Maintains prescribed steady tempo throughout	1-3 rhythm errors;  Maintains steady tempo at faster or slower than 86-92 bpm	4+ rhythm errors  Does not maintain steady tempo
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*Any audition component that cannot be audibly discerned due to poor recording quality OR lack of volume from the auditionee will result in an automatic 0 for that category.*