

Chesterfield County Schools



Fine Arts Handbook

2017 - 2018

CCS Fine Arts Handbook

2017 – 2018

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Section 1

Program Information

The Chesterfield County Schools ALPHA Arts Program is designed to offer advance instruction to gifted and talented students in music and visual art. There are three components to the ALPHA Arts Program:

- 1) After-school enrichment
- 2) All-County Arts Festival & Superintendent's Art Awards
- 3) Summer Enrichment

Program Components

After-School Enrichment

The after-school enrichment program is offered to all GT music and art students who were identified in the previous school year or before. Services are offered in each attendance area in music and art in two separate grade bands – elementary and middle/high.

The program is designed to offer three hours of instruction per month from October until March or the equivalent of 18 total hours per student. Teachers have flexibility in scheduling meeting times as well as curriculum (provided that the chosen curriculum meets the South Carolina Academic Standards for the Visual and Performing Arts, 2010 edition or the South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency, 2017 edition).

Students should be notified of the meeting dates and times for after-school enrichment no later than September 22, 2017. Services may be offered beginning on October 2, 2017 and should conclude by March 30, 2018.

All-County Arts Festival

The Arts Festival will take place on November 13 and 14, 2017 at McBee Elementary and McBee High Schools. The following opportunities will be offered:

Junior Honor Band

Open to band students in grades 7 and 8. Students are chosen by director nomination. Chair placement is determined by results from All-State then Region then District band auditions from the previous year, and finally recommendation. Nomination are due on October 6, 2017.

Senior Honor Band

Open to band students in grades 9 - 12. Students are chosen by director nomination. Chair placement is determined by results from All-State then Region then District band auditions from the previous year, and finally recommendation. Nomination are due on October 6, 2017.

Elementary Honor Choir

Open to elementary students in grades 4 through 5 (and 6th grade at McBee & Plainview Elementary). Students are chosen by Audition. NEED INFO HERE ABOUT AUDITION PROCEDURES.

Senior Honor Choir

Open to choral students in grades 9 - 12. Students are chosen by competitive auditions using the same choral screening/audition requirements on pages 10, 11, & 12 of this document.

Elementary Visual Art Residency

Students in grades K-5 who's art work was selected to represent their school in the Superintendent's Art Award program will be invited to participate in a 2-day work-shop during the All-County Arts Festival.

Senior Visual Art Residency

Students in grades 6-12 who's art work was selected to represent their school in the Superintendent's Art Award program will be invited to participate in a 2-day work-shop during the All-County Arts Festival.

Additionally, a culminating concert and art show will take place on the evening of November 14, 2017 at McBee High School. The winners of the Superintendent's Arts Awards will be announced at that time.

Superintendent's Art Awards

Open to art students in grades K – 12. Each school will submit one entry per grade band to the Superintendents Art Award competition. Grade bands include: Primary (K-2), Intermediate (3-5), Middle (6-8), and High (9-12). Some schools will have more than one entry (example, Plainview ES will have one entry from (K-2) one from (3-5) and one from (6-12). Each school will determine which art work will be submitted for adjudication. The student whose work is submitted will be invited to participate in an art residency during the all-county arts festival. Winners will be announced at the Arts Festival and the winning art works will be displayed at the CCS District Office for one year.

Summer Enrichment

The summer program is designed to offer intensive, focused study in the fine arts to all artistically gifted students in the district. Students are offered services in visual art, chorus, band, steel drum, and general music. Additionally, students can take fine-arts specific electives. The program takes place over two weeks in June and includes field trip offerings and a final concert and art show.

Admission to the Program

Identification

There are two ways in which a student can be identified for services.

1) Traditional

- **Nomination**: Students can be nominated by a parent, teacher, friend, or themselves in October. Nomination forms will be sent to each school on October 2, 2017. All nomination forms are due to the appropriate fine arts teacher in each building no later than October 20, 2017. By state law, all students who are nominated must be screened.
- **Screening**: Arts teachers will conduct screening beginning on October 23, 2017 and must be completed by November 14, 2017. Fine arts teachers will administer the screening and complete the appropriate rubric. Proper screening procedures may be found on pages 4 through 11 of this document. Students must receive a minimum 12 out of 16 possible points to pass the screening step of identification. Students who pass the screening step will move on to the audition/portfolio portion.
- **Audition**: Music students will prepare an audition to be video. Each music teacher is responsible for helping the student select an appropriate audition piece. Please see page 12 of this document for proper audition procedures. Audition must be uploaded by January 12, 2018.
- **Portfolio**: Each art student who is being considered for entry to the program is required to submit a portfolio for evaluation. Portfolio requirements can be found on page 12 of this document. Portfolios must be submitted by January 12, 2018.

2) Alternative Selection

- Any band student who meets the minimum score for acceptance into District Band, Region Band, or All-State band is automatically accepted into the ALPHA Arts Program.
- Any student who is selected into an All-County Music Ensemble is automatically accepted into the ALPHA Arts Program.
- All Students chosen to represent their school for the Superintendent's Art Awards are automatically accepted into the ALPHA Arts Program (this only includes grades 3-12).

Notification

Students who are accepted into the ALPHA Arts Program will be identified by letter on February 28, 2018. District Staff are responsible for sending this notification. Students and their parents must then complete online registration and will begin with the Summer Program on June 11, 2018. New students will not begin the after-school program until October 2018.

Students who have participated in the ALPHA program in previous years will be invited to join their attendance area's after-school program by September 22, 2017. Each attendance area teacher is responsible for sending this notification.

Section 2

Screening Procedures & Rubrics

General Music Scoring Rubric

Student _____ School _____

Grade _____ Age _____ Date of Screening _____

Person administering screening _____

	All Incorrect 1 point	Tempo Correct, Rhythm Incorrect 2 points	Rhythm Correct, Tempo Incorrect 3 points	Tempo and Rhythm Correct 4 points	
Rhythm					

	All Incorrect 1 point	Pitch Correct, Tempo and Rhythm Incorrect 2 points	Pitch and Rhythm Correct, Tempo Incorrect 3 points	Pitch, Tempo and Rhythm Correct 4 points	
Melody					

	All Incorrect 1 point	Pitch Correct, Tempo and Rhythm Incorrect 2 points	Pitch and Rhythm Correct, Tempo Incorrect 3 points	Pitch, Tempo and Rhythm Correct 4 points	
Improvisation (Echo Part)					

	All Incorrect 1 point	Used all pitches. Unsteady tempo or length was incorrect 2 points	Used all given pitches, kept a steady tempo. Length was incorrect 3 points	Used all given pitches, kept a steady tempo, used all, but not more than, 8 beats 4 points	
Improvisation (Core)					

Total Score	
--------------------	--

Met Minimum Score of 12?

Yes No

Recommended for audition?

Yes No

_____ Music Teacher Signature

_____ Date

Band Screening Procedures

Task 1 – Scales/Rudiments

The student should play the following age appropriate scales/rudiments:

	Winds/Mallets	Snare
First Year Student	Ab Concert Scale	Paradiddle Flam-Tap Flam
Second Year Student	Bb, Eb, Ab Concert Scales	Paradiddle Flam-Tap Flam 5-Stroke Roll 9-Stroke Roll
Third Year (and above) Student	Same as SCBDA All-State Audition Requirements for grade level.	Same as SCBDA All-State Audition Requirements for grade level.

Task 2 – Sight Reading

Students will be expected to perform one short, skill appropriate sight reading example (chosen at their band director's discretion)

Task 3 – Overall Performance

Band Screening Rubric

Student _____ School _____

Grade _____ Date of Screening _____

Band Director _____

Task 1 – Scales/Rudiments

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	Total
Notes/pitches (sticking patterns/accents)	Played incorrect notes/pitches or key signatures (sticking patterns/accents) or did not complete all required scales	Played all required scales but had incorrect notes/pitches (sticking patterns/accents) or tempo	Played all required major scales (rudiments) in the correct key in the prescribed time limit	Played all required major scales (rudiments) with consistent tone quality and tempo within the prescribed time limit correctly the first time	

Task 2 – Sight-Reading

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	Total
Sight reading	Notes, articulation, (stick/mallet technique,) rhythm, dynamics and expression were inconsistent throughout	Notes, articulation, (stick/mallet technique,) rhythm, dynamics occasionally evident	Demonstrates above average articulation, (stick/mallet technique,) rhythm, dynamics and expression	Demonstrates correct notes, rhythms, dynamics and plays expressively	

Task 3 – Overall Performance

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	Total
Confidence level	Performs with little or no energy, focus and/or confidence	Performs with some energy, focus and/or confidence	Performs with a great deal of energy, focus and/or confidence	Performs with exceptional energy, focus and/or confidence	
Over-all performance	Performance is typical of a younger age or less training	Performance is typical when compared with students of the same age or training	Performance is advanced when compared with students of the same age or training	Performance is superior when compared with students of the same age or training	

Minimum Score of 12 met? ____ Yes ____ No

Recommended for Audition ____ Yes ____ No

Band Director's Signature

Date

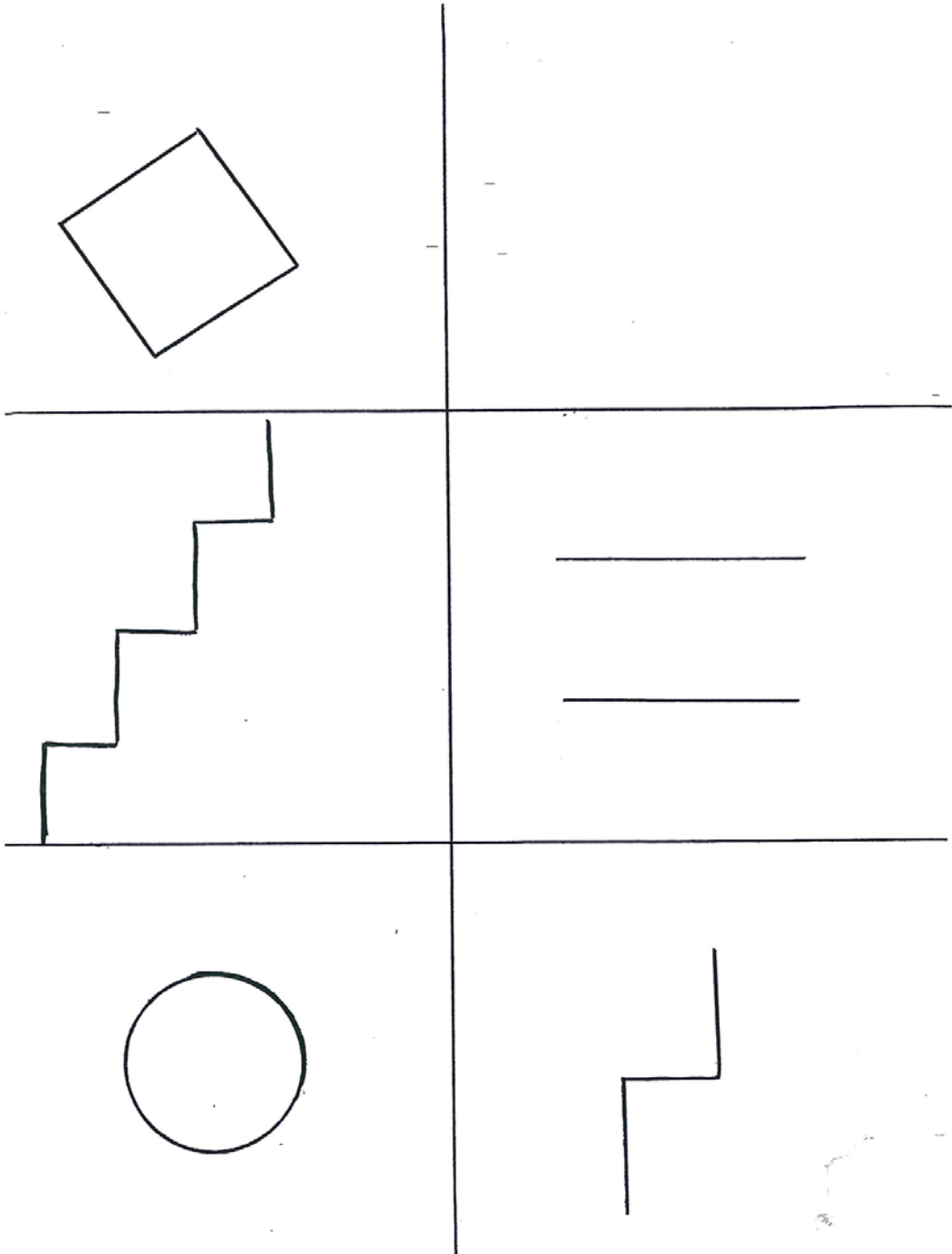
Visual Art Screening Procedures

Task (teacher can pick either of the following options)

Option 1: Use the “Visual Art Scoring Rubric” to assess an age appropriate project.

Option 2: Using the shapes included in five of the six squares as a starting point, students should create drawings. The blank square should be used to create either a self-portrait or still life drawing.

Two of the six squares should be colored.



Visual Art Scoring Rubric

Student _____ School _____

Grade _____ Age _____ Date of Screening _____

Person administering screening _____

Skills	Below Basic 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	Total
Accurate proportions	Little or no evidence of an ability to represent accurate proportions.	Some areas of the drawing have accurate proportions, but the items are inconsistently drawn.	Most objects have accurate proportions.	All objects have accurate proportions.	
Accurate placement of objects	Objects are not placed correctly.	A few of the objects in the still life are placed correctly in relation to each other.	Most objects are accurately placed within the composition.	All objects are accurately placed within the composition.	
Details	The drawing lacks almost all detail or it is unclear.	Drawing has few details. It is primarily representational with very little use of pattern, shading, or texture.	Drawing is expressive and somewhat detailed. Some use has been made of pattern, shading, or texture.	Drawing is expressive and detailed. Shapes, patterns, shading, and/or texture are used to add interest to the drawing. Student has control of the medium and is experiments with the medium as well.	
Use of space/ Composition	There is a lack of planning the composition. The drawing is not balanced and/or does not have good use of space	There is evidence of an attempt to create balance within the composition with some success.	The composition demonstrates adequate use of space in creating the composition	The student has created a balanced composition with effective use of space.	

Met Minimum Score of 12?

Yes No

Recommended for portfolio?

Yes No

Art Teacher Signature

Date

Choral Screening Procedures

Task 1 – Scales

The student should sing one each of the following scales (ascending & descending):

Major

Natural Minor

Harmonic Minor

Melodic Minor

Students may sing each scale in any appropriate key for their range and on any syllable.


Task 2 – Overall Performance

Students should sing, acapella or accompanied, America*.

America

Words by Samuel F. Smith

Music by Henry Carey



Chord symbols: G, Em, Am, D7, A7, D, G, Em, Am, B7, Em, Am, G, D7, G, D7, G, C, G, D7, G, G, D7, G, Am, G, D7, G.

Lyrics:
My coun - try, 'tis of thee, sweet land of lib - er - ty
My na - tive coun - try, thee, land of the no - ble free,
of thee I sing; land where my fa - thers died
thy name I love; I love thy rocks and rills,
land of the pil - grims'pride, from ev - 'ry moun - tain side
thy woods and temp - led hills my heart with rap - ture thrills
let like free that - dom a - ring!
like that a - bove.

**May be transposed as needed.*

Choral Scoring Rubric

Student _____ School _____

Grade _____ Date of Screening _____

Band Director _____

Task 1 – Scales/Rudiments

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	Total
Notes/pitches	Sang incorrect notes/pitches or key Signatures or did not complete all required scales	Sang all required scales but had incorrect notes/pitches	Sang all required scales in the correct key	Sang all required scales with consistent tone quality correctly the first time	

Task 2 – Overall Performance

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	Total
Achievement of prepared piece	Notes, articulation, rhythm, dynamics and expression were inconsistent throughout	Notes, articulation, rhythm, dynamics occasionally evident	Demonstrates above average articulation, rhythm, dynamics and expression	Demonstrates correct notes, rhythms, dynamics and sings expressively	
Confidence level	Performs with little or no energy, focus and/or confidence	Performs with some energy, focus and/or confidence	Performs with a great deal of energy, focus and/or confidence	Performs with exceptional energy, focus and/or confidence	
Over-all performance	Performance is typical of a younger age or less training	Performance is typical when compared with students of the same age or training	Performance is advanced when compared with students of the same age or training	Performance is superior when compared with students of the same age or training	

Minimum Score of 12 met? ____Yes____No

Recommended for Audition ____Yes____No

Choral Director's Signature

Date

Section 3

Audition/Portfolio Requirements & Rubrics

Audition/Portfolio Requirement

All music auditions are to be video recorded. Students should begin each audition with the following script:

“Hello, my name is _____ and I am in ____ grade at _____ school. I am auditioning as a vocalist/instrumentalist.”

Music Audition – Students should prepare an age and skill appropriate audition (voice or instrumental). The audition should last at least 60 seconds but no more than 4 minutes.

Art Portfolio – Students must submit a portfolio with four pieces of their artwork. Color photographs must be substituted for three-dimensional work. The portfolio **may not** include anything that has been copied from other artists. All work must be creative and original; no work may be traced. Cartoon characters are not allowed. Each piece of art in the portfolio must be clearly labeled on the back using the naming convention below; please do not label the front. Portfolio samples must include at least two of the following categories:

- A) Pencil, charcoal, crayon, chalk;
- B) Ink or marker, illustrating various techniques;
- C) Watercolor or acrylic paint, various techniques;
- D) Figure drawings (two or more figures);
- E) Color photographs of three-dimensional work, which may include clay, paper, or wire sculpture or assemblage;
- F) Any medium, any subject.

Drawings, prints, and watercolors must should be no larger than 18 inches by 24 inches (and not on notebook paper.) These should not be mounted.

All work must be submitted in an envelope or correctly sized portfolio. Loose work will not be judged. The envelope or portfolio must be labeled using the naming convention below.

Audition/Portfolio Naming Convention

Audition files and art portfolios must be named (labeled) using the following convention:

XXX-Z-Last, First

XXX = School Initials (see chart)

Z = I (for instrumental)/ V (for vocal)/ A (for art)

For instance, the **FILE** for John Smith, (a sophomore band student at Central High School) would be named:

CNH-I-Smith, John

The **PORTFOLIO** for Susie Jennings (a 3rd grade art student at Cheraw Intermediate) would be labeled:

CIS-A-Jennings, Susie

(In the case of multiple students with the same name, add a comma and their middle initial after their first name.)

School Initial Chart:

Cheraw Primary	CPS
Cheraw Intermediate	CIS
Long Middle	LMS
Cheraw High	CHS
Edwards Elementary	EES
Ruby Elementary	RES
Chesterfield-Ruby Middle	CRM
Chesterfield High	CFH
Plainview Elementary	PVE
McBee Elementary	MES
McBee High	MHS
Jefferson Elementary	JES
Petersburg Primary	PPS
Pageland Elementary	PES
New Heights Middle	NHM
Central High	CNH

Music Audition Rubric

Performance of a Prepared Selection

All choral students, general music, and first and second year band students will perform a skill appropriate etude or solo. Third year and older band students will play the current required etude for Region/All-State band auditions on their level.

Student Name _____ **Date** _____

School _____ **Grade** _____

Instrument _____ **Years of Experience** _____

	Emerging	Basic	Proficient	Advanced	Total
	0 2 4 6	8 10 12 14	16 18 20 22	24 26 28 30	
Technique/ Basic skills	Demonstrates difficulty performing basic skills (stick or mallet control)	Demonstrates average articulation, facility, rhythm and range (stick or mallet control)	Demonstrates above average articulation, facility, rhythm and range (stick or mallet control)	Demonstrates excellent articulation, facility, rhythm and range (stick or mallet control)	
	0 2 4 6	8 10 12 14	16 18 20 22	24 26 28 30	
Tone Quality/ Sticking technique	Major problems in breathe control, embouchure and support that hindered musical expression (sticking patterns)	Tone quality was under way, but needs further refinement (sticking patterns)	Demonstrates characteristic tone for experience level (sticking patterns)	Tone quality was well-centered and clear and enhanced the performance (sticking patterns)	
	0 2 4 6	8 10 12 14	16 18 20 22	24 26 28 30	
Musical Expression	Very little expression demonstrated	Dynamics and other expressive elements were minimal	Dynamics and proper musical expression of the style were evident	Written and implied dynamics and musical nuances enhanced the performance	
	0 2 4 6	8 10 12 14	16 18 20 22	24 26 28 30	
Presentation	Posture, holding position and lack of engagement hindered the performance	Some evidence of proper posture, holding position and engagement demonstrated	Demonstrated appropriate posture, holding position and engagement	Posture, holding position and engagement enhanced the performance	

Comments _____

Judges Signature _____ **Date** _____

Art Portfolio Rubric

For each item listed below, rate the student’s overall portfolio on a 4-point scale, giving 1 point for below-average work and 4 points for outstanding work:

Student Name _____ Date _____

School _____ Grade _____

Student Performance	Below Basic 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	Total
Originality: New or independent approach	Work does not have unique qualities. Very basic elements are present.	Some areas of the composition demonstrate new approaches or characteristics	Many elements of the composition express an original interpretation of the subject.	The work demonstrates ingenuity and a unique approach to the problem.	
Creativity: Changing concepts and perception	Work lacks creativity and is uninteresting	Some areas of the work demonstrate creative expression.	Work illustrates creative thinking.	There is a presence of inspiration and intuitive insights.	
Technical ability	Work suggests a lack of technical ability.	Work suggests technical ability in some media.	Work suggests technical ability in most media used.	Work demonstrates appropriate and proficient skills in all media used.	
Sensitivity to Media	Unable to use media to communicate ideas effectively.	Uses a variety of media to communicate ideas.	Applies media with confidence and sensitivity.	Uses media to solve challenging visual problems.	
Proficient in a variety of media	Work does not demonstrate proficiency with media.	Work demonstrates familiarity with one medium.	Work demonstrates proficiency with 2 or more media.	Work demonstrates proficiency of 3 or more media.	
Overall Impression	Work lacks consistency in selecting appropriate media and techniques.	Body of artwork illustrates consistency in skills and knowledge.	Artwork demonstrates appropriate media and techniques.	All work demonstrates mastery of applied media and techniques.	

Total _____

Comments _____

Judges Signature _____ Date _____

Section 4

Nomination Forms



**Chesterfield County Schools
 Gifted and Talented Program
 ALPHA Arts**



Nomination Form – Art Program

Student Name _____ Date _____

Mailing Address _____ City _____ Zip _____

School _____ Grade _____ Age _____

Person Completing This Form _____ Phone _____

Relationship to student _____

If you are the child's parent, would you like us to send you an email letting you know we received this form?

(Check one) Yes No

If yes, please give us a valid email address below

_____@_____.

	Seldom or Never	Sometimes	Usually	Almost Always
1. Shows interest in a particular art form.				
2. Spends time pursuing an art form.				
3. Demonstrates good fine motor or gross motor coordination.				
4. Good memory, unusual ability to store and use information.				
5. Is willing to try new activities.				
6. Follows through on work that initially excites him/her.				
7. Can express feeling in/through and art form.				
8. Is a keen observer, is sensitive to the environment, sees the unusual, and see what others may overlook.				
9. Creates unique responses to given stimuli.				
10. Can elaborate and extend the ideas of others.				

This form must be given directly to the student's art teacher on or before Friday, October 20, 2017



**Chesterfield County Schools
 Gifted and Talented Program
 ALPHA Arts**



Nomination Form – Music Program

Student Name _____ Date _____

Mailing Address _____ City _____ Zip _____

School _____ Grade _____ Age _____

Person Completing This Form _____ Phone _____

Relationship to student _____

If you are the child's parent, would you like us to send you an email letting you know we received this form?

(Check one) Yes No

If yes, please give us a valid email address below

_____@_____.

	Seldom or Never	Sometimes	Usually	Almost Always
1. Likes to participate in music activities; is eager to auditorally express ideas or emotions.				
2. Exhibits a sense of rhythm, pitch, harmony, and dynamics.				
3. Concentrates for long periods of time on music projects, practices, or rehearsals.				
4. Tends to select music activities for free time or classroom projects.				
5. Is particularly sensitive to the environment and sounds; is a good listener.				
6. Play a musical instrument or sings with confidence.				
7. Displays well-developed auditory discrimination and auditory memory.				
8. Enjoys and appreciates different kinds of music.				
9. Demonstrates understanding of the concepts of music.				
10. Makes up original tunes; calibrates on existing music, but does not copy.				
11. Makes private lesson, participates in band or chorus, sings in a community or church choir.				

This form must be given directly to the student's music teacher or band director on or before Friday, October 20, 2017.

Appendix A

Fine Arts Calendar of Events 2017 – 2018

8/17/17	First Day of School
8/28/17	All-County Elementary & Senior Chorus auditions begin
9/15/17	All-County Elementary & Senior Chorus audition files due
10/2/17	Students notified of acceptance to All-County ES & SR Chorus
10/2/17	After-School ALPHA may begin
10/2/17	ALPHA Arts Nomination forms sent to schools
10/6/17	Superintendents Art Award Submissions Due
10/6/17	All County Band nominations due
10/9/17	OEC Professional Development Conference
10/18/17	Fine Arts Meeting @ District (After-school)
10/20/17	Students notified of acceptance to All-County Bands /Artist in Residence Workshops
10/20/17	ALPHA Nomination forms due to fine arts teachers
10/23/17 – 11/21/17	School Level screening takes place
11/13/17 – 11/14/17	All-County Arts Festival
11/14/17	All-County Arts Festival Concert & Art Show
11/27/17 – 1/12/18	Audition Recording/Portfolio Window
1/12/18	Audition File/Portfolios due to district office
1/16/18 – 2/9/18	Judging window for Audition/Portfolios
2/28/18	Notification letters sent to accepted students
3/23/18	Registration forms for summer program due to district office
3/30/18	Last day After-school ALPHA may be offered for 17/18
6/11/18 – 6/21/18	ALPHA Arts Summer Program
6/21/18	ALPHA Arts Summer Concert & Art Show

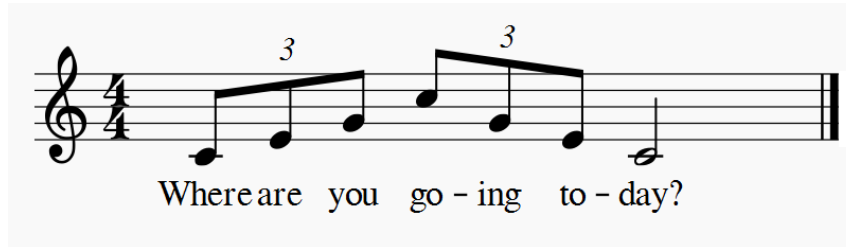
Appendix B

Elementary Honor Choir

Audition Procedures

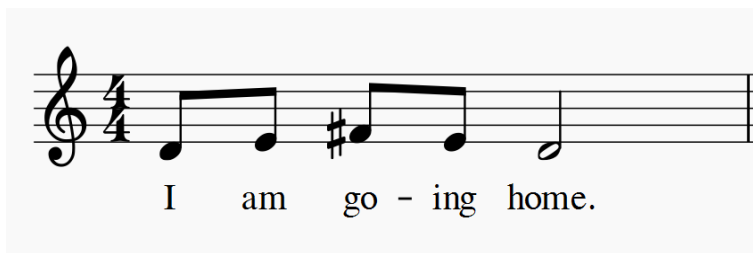
1. Warm Up

The audition begins with the singer warming up on an arpeggio to the words "Where are you going to day." This will also give the judge an idea of the singer's Range and Voice Quality



2. Range

Determine the singer's range. Use the simple step up and down pattern with the words "I am going home." Start at D above middle C (an octave lower for males with changed voices) and repeat the pattern down by half steps to determine the lower range. Note the lower note on the staff of the audition card. Start back at the original note and go up to determine the upper range. Note on the staff any skips or irregularities in the voice as it goes up the scale.



Audition Form	
Sch: MES JES PLES EES CIS RES PES	
Name: _____	
Grade/Hr: _____	
In Chorus Last Year?	Yes No
Range	Quality 1 2 3 4 5 B C N R St W
	Pitch: _____
	Lower Part: 1 2 3 4 5
	Intonation: 1 2 3 4 5
Part Assignment: H Sop M Sop M Alt L Alt	

3. Voice Quality

Determine the singer's voice quality and ability to stay on pitch. Have the student sing the melody of "My Country, 'Tis of Thee" (1st verse only) accompanied by the piano playing all parts. Supply the student with the words and music if they want it. Play the melody line by itself if the student is having difficulty. Go through the song several times until they know the song well. Then have the student sing the song a cappella as a solo. Check to see if the student remains on pitch, goes flat or sharp. One common error is the student going flat at the skip up on "Land where my fathers died." By the word "Pitch" on the audition card, put **excellent** if the student is on pitch throughout the entire song. Put **good** if the student started and ended on the correct pitch with some minor variance from the pitch, and **fair** if the student has some difficulty but remains on key. If the student gets off key, put the interval the student is off (such as m2 flat, M3 flat, P4 sharp, etc.) Circle the number beside the word "Quality" using your professional judgement with 3 being above average. Circle any descriptors under the numbers that match the quality of the student's voice.

- B – Breathy
- C – Clear
- W – Weak
- S – Strident (Hard, harsh, straining sound)
- R – Resonant (changing voice)

Write any other appropriate comments about the student's performance.

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 - grims' pride, From ev - ery moun-tain - side Let free - dom ring.

4. Harmony

Determine the student's experience and ability to sing a lower part. Teach the student the repeating pattern on the words "not very" playing with the student that with the student only the notes that they are learning. Then tell the student that you will be playing some more notes with what he/she is singing, but that you want him/her to sing the same thing again. Start the student off for the first two triplets and then add a note a third above the note the student is singing for the remainder of the pattern. You may give the students several opportunities to get this correct. By the words "Lower Part" on the audition card, circle the one if the student sang lower notes correctly the whole way through. Circle the 5 if the student jumps up to the higher note during the pattern. If the student gets stuck on the same note circle 3. If the student ends up close but flat- circle 2. Circle 4 if the student ends up close but sharp.

Learn lower part from this example.

Not ve - ry not ve - ry not ve - ry not ve - ry not ve - ry not ve - ry not ve - ry not.

Judge using this piece adding the upper voice.

Not ve - ry not ve - ry not ve - ry not ve - ry not ve - ry not ve - ry not.

5. Singing Patterns

Determine the student's ability to hear and sing back note patterns. This test is an echo test- the judge will play (or sing) a pattern of notes on the piano (sing the notes if the student does better imitating the human voice) and the student will attempt to sing the pattern back to the judge (without any help from the piano or judge's voice). circle the number which corresponds to the students level of performance according to the following criterion:

- 1) Singer is able to sing up and down major:

Piano plays Singer Echoes Piano plays Singer Echoes

La la la La la la

- 2) Singer is able to sing up and down minor triads plus major and minor triad inversions

Piano plays Singer Echoes Piano plays Singer Echoes

La la la La la la

3) Singer is able to sing any 3 consecutive notes in a major scale:

Piano plays Singer Echoes Piano plays Singer Echoes Piano plays Singer Echoes Piano plays Singer Echoes

La la la La la la La la la La la la

4) Singer is able to sing any diminished or augmented triad and/or inversions:

Piano plays Singer Echoes Piano plays Singer Echoes

La la la La la la

5) Singer is able to sing whole tone scales and any intervals in 3,4 and 5 note patterns

Piano plays Singer Echoes Piano plays Singer Echoes Piano plays Singer Echoes

La la la la la La la la La la la la la

If the student sings some examples correctly from the next level above, circle the level where the student demonstrates total competence and the higher level where some examples were correct.

6. Part Range

Minimum ranges for each part are listed below:

Minimum Range Sing Any Part Mezzo Soprano Mezzo Alto High Soprano