



## Elementary All-State Chorus Audition Preparation 2021-2022

### ***From your All-State Chorus Co-Coordinators...***

Greetings fellow music teachers! We are excited to serve you and your students as the new co-coordinators of the FMEA Elementary All-State Chorus. Since January 2021, we have been hard at work preparing materials for this year's All-State audition cycle. If you have auditioned singers for All-State before, you'll likely notice several changes. These changes resulted from insightful feedback gathered from FEMEA members and the FEMEA Executive Board.

- ***Streamlined audition process***
  - With the help of an audition guided track, teachers no longer have to participate in the administration of the auditions themselves. Now, teachers simply have to facilitate a quality recording and prepare your students for what to expect in the audition itself.
- ***Simplified rubric***
  - Taking the feedback from many veteran judges and a special taskforce, the audition rubric has been pared down to hone in on the skills and capabilities required as a member of the All-State Chorus.
- ***Switch from a round to a partner song***
  - Rather than use a round, we have added a partner song to assess a child's independence. With this change, we welcome more diverse repertoire into the audition process, allowing us to incorporate musical traditions beyond the Western canon.

Each of these changes have been a result of months of critical discussion. If you have any questions or need support, please feel free to contact us at any time. Thank you, and good luck!

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### ***The mission and purpose of the FEMEA All State Chorus is to...***

- Inspire a love for choral singing through the highest quality honor choir experience
- Promote social growth, belonging, and community
- Stretch young minds through diverse, inclusive, and thought-provoking repertoire

# Eligibility

To participate in the Elementary All-State Chorus, singers must be in either 4th or 5th grade (2021-2022 school year), have unchanged treble voices, and participate in an elementary school or homeschool music program.

# Calendar

May 23, 2021	Audition Preparation Information posted on website
June 1, 2021	Example Audition Recording posted on website
August 2, 2021	Submission/Audition Administration Procedures posted on website
September 1, 2021	Official audition recording posted on website
September 24, 2021	Audition recordings and materials submitted
October 5, 2021	Audition results posted by 5:00pm
January 12-13, 2022	Elementary All-State Choir @ FMEA Conference in Tampa, FL

# Audition Process

The FMEA Elementary All-State audition contains FOUR (4) parts:

1. **Vocal Exercises**

Similar to choral warm-ups, these are used to assess a child's tone quality and vowel formation.

2. **Tonal Melodies**

These short exercises assess a child's aural skills.

3. **Partner Song** - When the Saints Go Marching In/This Train Is Bound for Glory

This activity assesses a child's level of vocal independence whilst singing multipart music.

4. **Vocal Performance** - America (My Country 'Tis of Thee)

A child's performance of this song is meant to combine multiple singing/performance skills at the same time, such as tone quality, vowel formation, intonation, breath control, and rhythmic/pitch accuracy.

To adequately prepare your students for this audition, please review the breakdown of these sections below. A sample audition track is available for you to practice the audition experience with your singers.

## 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. At 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.

See - ah..... -      See - ah.....      See - ah.....

See - ah.....      See - ah.....      See - ah.....

## 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 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 *When the Saints to Marching In* or *This Train Is Bound for Glory* whilst hearing the other song in their ear. 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.

### This Train/When the Saints

This train is bound for glo - ry, this train.

Oh when the saints go march - ing in, oh when the

4

This train is bound for glo - ry, this train, This train is bound for glo - ry,

saints go march - ing in, Oh Lord, I want to be in that

7

if you ride it you must be ho - ly, this train is bound for glo - ry, this train.

num - ber, when the saints go march - ing in.

### Part 4: Vocal Performance

Whilst teaching your singers *America (My Country 'Tis of Thee)*, be mindful of the skills that are being assessed in this portion (as well as the breath marks in the score!). 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 quarter note = 90-100.



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.

# 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; free of pushing/sliding	Head voice is used for entire exercise, but tone is breathy or thin; free of pushing/sliding	Head voice is present, but chest voice is used at inappropriate places OR tone is raspy and/or unsupported	Chest voice/pop-style is used more frequently than head voice OR tone is pushed or strained	Exercise cannot be completed accurately due to use of speaking voice, pitch matching issues OR 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 OR 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	2-3 pitch errors OR pitches are sung correctly but there are occasional intonation issues	4+ errors in pitch accuracy OR pitches are frequently out of tune
Part 3 - PARTNER SONG					
<b>Independence</b>			Student maintains their own part throughout the performance with no pitch alterations	Student maintains their own part throughout the performance, but some pitches and rhythms were altered	Student does not maintain part during the round
Part 4 - AMERICA (MY COUNTRY 'TIS OF THEE)					
<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 all notes to their full value; breathes only at indicated spots	Does not consistently hold notes to their full value OR breathes at unmarked places	Does not consistently hold notes to full value AND breathes at unmarked places.
<b>Intonation/Pitch Accuracy</b>			Accurate pitch and intonation for entire exercise	2-3 pitch or intonation errors	4 or more errors in pitch accuracy
<b>Rhythmic Accuracy</b>			Accurate rhythm throughout; Maintains prescribed steady tempo throughout	2-3 rhythm errors; Maintains steady tempo at faster or slower than 90-100 bpm	4 or more rhythm errors  Does not maintain steady tempo

