



# **Thousand Oaks Lancer Band**

## **YOU'RE IN THE BAND!!**

Now we need to determine which class you will be enrolled

**Tuesday, May 28, starting at 4 PM**

**Current HS Students will audition in their class period on May 28.**

### **Band Audition Requirements Brass/Woodwind:**

- 12 Major Scales as written.
- Chromatic Scale (bottom of page 2 of your scales)
- The prepared pieces (found on our website)
- Sight Reading (to be given to you at the audition)

### **Band Audition Requirements Percussion**

- Mallet Percussion Piece
- Snare Etudes
- Timpani Etude
- Marching Percussion Etudes (if in Marching Band)

**Please show up 30 Minutes before your scheduled time.**  
Professional Musicians will be adjudicating your performance.

**Bring any outstanding Orientation Form(s) to the check-in table.**

***Some of this music may look daunting.  
Don't fret... TRY YOUR BEST.***

### **Placement Audition Schedule**

(Posted on Band Calendar at [www.tohsband.org](http://www.tohsband.org))

A tentative schedule for YOUR AUDITION TIME will be posted in the "body" of the calendar event "Placement Audition Schedule" found on our website calendar (*May 28<sup>th</sup> Audition Event*)

This schedule will be updated throughout the month of May. The final posting will be updated on Friday, May 24<sup>th</sup>. Please be sure to check your time after May 24<sup>th</sup>.

Look for your assigned audition time. If you do not see your name on this list or a correction is needed, please contact Mrs. Martone before May 17<sup>th</sup> in the band office at 495-7491, x 6002, or email Mrs. Martone at [tohsband@conejousd.org](mailto:tohsband@conejousd.org).

### **If you miss your audition:**

Wind Musicians: You will be enrolled as a member of the Symphonic Band, Period 3

Percussionists: You will be enrolled in the Percussion Techniques Class Period 7



## Thousand Oaks High School Band / Audition Scoring Sheet



Student \_\_\_\_\_

Instrument \_\_\_\_\_

### Tone Quality (Circle one number)

Tone quality is full, rich and characteristic of the tone quality of the instrument in all registers.	9	10
Tone quality is characteristic in most registers, but distorts in a few passages. (occasional lapses).	7	8
Tone quality exhibits some flaws in production. (i.e. slightly thin/unfocused or forced sound)	5	6
Tone quality has several flaws in basic production. (i.e. consistently thin/unfocused or forced sound)	3	4
Tone Production is of a quality that hinders the performance.	1	2

### Intonation (Circle one number)

Intonation is accurate in all ranges and registers.	9	10
Intonation is mostly accurate; the student adjusts the few problem pitches to an acceptable standard.	7	8
Intonation is somewhat accurate but consistently includes out-of-tune notes; the student adjusts these pitches with fair success.	5	6
A basic sense of intonation is evident, yet major errors occur. The student makes little attempt to adjust problem pitches.	3	4
Intonation is consistently inaccurate and hinders the quality of performance.	1	2

### Rhythm (Circle one number)

Rhythms are accurate and precise throughout the performance.	9	10
Rhythms are nearly accurate; occasionally, rhythms lack precise interpretation.	7	8
Most rhythm patterns are accurate, but errors in precision are present. (approximation of written rhythms)	5	6
Many rhythms performed incorrectly or inconsistently, major errors are present in the performance.	3	4
Rhythms are consistently performed incorrectly; clarity and precision are essentially nonexistent.	1	2

### Technique (Circle one number)

Performance demonstrates complete mastery of the technical demands of the music, including precision, facility, and clarity of pitches and articulations.	9	10
Performance nearly demonstrates mastery of the technical demands of the music, minor inconsistencies in precision, facility, and clarity are isolated and rarely detract for the performance.	7	8
The majority of passages are handled with reasonable technical facility; some passages include incorrect or unclear pitches and/or articulations; precision and/or facility are questionable at times.	5	6
Performance demonstrates basic knowledge of the technical demands of the music; consistent, major errors are made in pitch, articulation, facility, and precision.	3	4
Lack of accuracy of pitch, articulation, facility, and precision seriously hinders the performance, the student's technique is not developed enough to attempt the solo passage.	1	2

**Musicality (Circle one number)**

Performance demonstrates full control of tempo, dynamics, phrasing, and expression in a dramatic performance consistent with the style of the solo.	9	10
Performance demonstrates good control of tempo, dynamics, phrasing, and expression in a performance often consistent with the style of the solo; the range of expression may be somewhat limited, but rarely detract from the performance.	7	8
Performance demonstrates basic control of tempo, dynamics, phrasing and expression; basic attempts at dramatic performance and basic knowledge of style are evident, limited/inconsistent range of expression prevails.	5	6
Major errors in control of tempo, dynamics, phrasing, and expression are present; the student demonstrates little attempt at dramatic performance; many stylistic inconsistencies are present.	3	4
Lack of control of tempo, dynamics, phrasing and expression hinders the performance; attempts at dramatic and/or stylistically correct performance are unsuccessful or nonexistent.	1	2

**Chromatic Scale:**

- Work to improve Tone quality
- Tempo too slow
- Intonation flaws
- Did not play all notes
- Uneven tempo
- Limited pitch range
- Scale not played slurred
- Pitches played out of order

**Major / Minor Scales:**

- Work to improve Tone quality
- Tempo too slow
- Incorrect pitches
- Too few octaves played
- Uneven tempo
- Intonation flaws
- Incorrect articulation
- Incorrect rhythm pattern
- Played incorrect scale

**Comments**

**Scales**

Chromatic	Score 1 - 10	
<b>F</b>	Score 1 - 5	
<b>Bb</b>	Score 1 - 5	
<b>Eb</b>	Score 1 - 5	
<b>Ab</b>	Score 1 - 5	
<b>Db</b>	Score 1 - 5	
<b>Gb</b>	Score 1 - 5	
<b>C</b>	Score 1 - 5	
<b>G</b>	Score 1 - 5	
<b>D</b>	Score 1 - 5	
<b>A</b>	Score 1 - 5	
<b>E</b>	Score 1 - 5	
<b>B</b>	Score 1 - 5	
<b>SIGHT-READING</b>	Score 1 - 20	

**Sub Total Page 2 (100):** \_\_\_\_\_

\_\_\_\_\_  
Judge's signature

**FINAL SCORE (140):** \_\_\_\_\_

Trumpet

# Major Scales

♩=96

C Major (Concert B $\flat$ )



F Major (Concert E $\flat$ )



B $\flat$  Major (Concert A $\flat$ )



E $\flat$  Major (Concert D $\flat$ )



A $\flat$  Major (Concert G $\flat$ )



D $\flat$  Major (Concert C $\flat$ )



G $\flat$  Major (Concert F $\flat$ )



C $\flat$  Major (Concert B $\sharp$  -[A enharmonically])



Trumpet

G Major (Concert F)

Musical notation for G Major (Concert F) in treble clef, one sharp (F#). The piece consists of two measures of music, each followed by a whole rest. The first measure contains a series of eighth notes: G4, A4, B4, C5, B4, A4, G4. The second measure contains a series of eighth notes: G4, F#4, E4, D4, C4, B3, A3, G3.

D Major (Concert C)

Musical notation for D Major (Concert C) in treble clef, two sharps (F#, C#). The piece consists of two measures of music, each followed by a whole rest. The first measure contains a series of eighth notes: D4, E4, F#4, G4, A4, B4, C#5, B4, A4, G4. The second measure contains a series of eighth notes: D4, C#4, B3, A3, G3, F#3, E3, D3.

A Major (Concert G)

Musical notation for A Major (Concert G) in treble clef, three sharps (F#, C#, G#). The piece consists of two measures of music, each followed by a whole rest. The first measure contains a series of eighth notes: A3, B3, C#4, D4, E4, F#4, G#4, F#4, E4, D4. The second measure contains a series of eighth notes: A3, G#3, F#3, E3, D3, C#3, B2, A2.

E Major (Concert D)

Musical notation for E Major (Concert D) in treble clef, four sharps (F#, C#, G#, D#). The piece consists of two measures of music, each followed by a whole rest. The first measure contains a series of eighth notes: E3, F#3, G#3, A3, B3, C#4, D#4, C#4, B3, A3. The second measure contains a series of eighth notes: E3, D#3, C#3, B2, A2, G#2, F#2, E2.

B Major (Concert A)

Musical notation for B Major (Concert A) in treble clef, five sharps (F#, C#, G#, D#, A#). The piece consists of two measures of music, each followed by a whole rest. The first measure contains a series of eighth notes: B2, C#3, D#3, E3, F#3, G#3, A#3, G#3, F#3, E3. The second measure contains a series of eighth notes: B2, A#2, G#2, F#2, E2, D#2, C#2, B1.

F# Major (Concert E)

Musical notation for F# Major (Concert E) in treble clef, six sharps (F#, C#, G#, D#, A#, E#). The piece consists of two measures of music, each followed by a whole rest. The first measure contains a series of eighth notes: F#2, G#2, A#2, B2, C#3, D#3, E#3, D#3, C#3, B2. The second measure contains a series of eighth notes: F#2, E#2, D#2, C#2, B1, A#1, G#1, F#1.

C# Major (Concert B)

Musical notation for C# Major (Concert B) in treble clef, seven sharps (F#, C#, G#, D#, A#, E#, B#). The piece consists of two measures of music, each followed by a whole rest. The first measure contains a series of eighth notes: C#1, D#1, E#1, F#1, G#1, A#1, B#1, A#1, G#1, F#1. The second measure contains a series of eighth notes: C#1, B#0, A#0, G#0, F#0, E#0, D#0, C#0.

Chromatic Scale

Musical notation for the ascending chromatic scale in treble clef. The scale starts on G3 and moves up by half steps: G3, G#3, A3, A#3, B3, B#3, C4, C#4, D4, D#4, E4, E#4, F4, F#4, G4.

Musical notation for the descending chromatic scale in treble clef. The scale starts on G4 and moves down by half steps: G4, F#4, F4, E#4, E4, D#4, D4, C#4, C4, B#3, B3, A#3, A3, G#3, G3.

B♭ Trumpet

# Thousand Oaks HS Audition Music

♩ = 69, Rubato espressivo

1 *p* *mp* *p*

5 *mp* *f*

9 *mp* *p* rit.

Detailed description: This block contains the first nine measures of a musical piece. It is written in 4/4 time with a key signature of one flat (B♭). The tempo is marked as ♩ = 69 and the style is Rubato espressivo. The piece begins with a piano (*p*) dynamic, moves to mezzo-piano (*mp*) at measure 5, and returns to piano (*p*) at measure 9. A ritardando (*rit.*) is indicated at the end of measure 9. The melody is characterized by long, sweeping lines and slurs.

♩ = 116, Marcia

1 *mf*

7

13 *mp*

19 *mf* *mp* *mf*

26 *f*

32

38

Detailed description: This block contains the next nine measures of the musical score, starting with measure 10. The tempo is marked as ♩ = 116 and the style is Marcia. The key signature changes to two sharps (D major). The piece starts with a mezzo-forte (*mf*) dynamic. It features a variety of dynamics including *mf*, *mp*, *f*, and *mf* again. The music is more rhythmic and includes many accents and slurs. Measure numbers 1, 7, 13, 19, 26, 32, and 38 are clearly marked at the beginning of their respective staves.