



Thousand Oaks Lancer Band

YOU'VE MADE THE BAND!!

Now we need to determine which class you will perform in.

Placement Auditions on:

Monday, May 21st, starting at 4 PM

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

***Some of this music may look daunting.
Don't fret... TRY YOUR BEST.
Remember, you will not be turned away.***

Band Audition Requirements:

- Chromatic Scale (bottom of page 2 of your scales)
- 12 Major Scales
- The prepared pieces included in this handout.
- Sight Reading (to be given to you at the audition).

A Tentative Audition schedule will be posted in the "body" of the event on our website calendar. **Look at Monday, May 21st!**

If you miss your audition:

Wind Musicians: You will be enrolled as a member of the Symphonic Band.

Percussionists: You will be enrolled in the Percussion Techniques Class.

FINAL AUDITION TIMES will be posted on the web calendar on May 18, 2012.



**Thousand Oaks High School
LANCER BAND MUSIC DEPARTMENT**

PERCUSSION AUDITIONS ADDENDUM

In the packet you will find the following:

- Placement Audition Schedule (posted on Band Calendar at www.tohsband.org)
 - 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 in the band office at 495-7491, x 6002, or email Mrs. Martone at tohscg@conejousd.org

- Audition Materials
 - Mallet Percussion Piece
 - Snare Etudes
 - Timpani Etude
 - Marching Percussion Etudes (if in Marching Band)
 - Placement Audition Cover Sheet
 - Sample of Score Sheet



Thousand Oaks High School LANCER BAND 2012-2013

Thank you for downloading your audition materials.

- Placement Audition Schedule (posted on Band Calendar at www.tohsband.org)
 - 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 in the band office at 495-7491, x 6002, or email Mrs. Martone at tohscg@conejousd.org

- Audition Materials
 - Please read the Placement Audition Cover Sheet.
 - Sample of Score Sheet
 - Scales
 - Order of Importance
 - Chromatic Scale as written
 - Major Scales as written
 - Prepared Selections
 - Sight Reading

- Department Fundraiser - ASB Car Wash Tickets (Value \$50)
 - Your tickets will be available for pick-up at the May 21th Audition.

 - Sell (10) \$5 tickets to raise funds for our department. Turn in the money to the White Box in the Band Room by September 10th.
Any unsold tickets must be returned.

 - Summer Series Band Car Wash Schedule is on the TOHSBAND website calendar.
June: Senior, July: Juniors, August: Sophomores, September: Freshman. Please be sure to save the date on the calendar for your mandatory class car wash date.

TOHS Percussion Placement Audition Set #3

- **Mallet Percussion:** Will be evaluated on pitch accuracy and musicality.

Speed of piece is not important, but will be looking for control of an even tempo.

- **Snare:** Will be looking for the proper sticking as notated on the music

Tempo control

Snare pieces will be performed both standing still and marching.

All students auditioning are admitted into the TOHS music program. These auditions are for ensemble and instrument placement. Perform the pieces to the best of your ability.

set 3

Audition Piece

Mallets

A

Vibraphone 1 *mf*

Vib. 1

Vib. 1

Vib. 1

B

Marimba 1 *mf* *mp*

1 *mf*

1 *mp*

1 *ff*

TIMPANI

TIMPANI

7

#3

⊙ = center of head

♩ = 96

B>E>

CD
3

The musical score for Timpani #3, CD 3, consists of four staves of music in bass clef with a key signature of one flat (B-flat) and a 6/8 time signature. The tempo is marked as quarter note = 96. The first staff (measures 1-4) begins with a dynamic of *f* and includes a circled 'C' above the second measure. The second staff (measures 5-8) starts with a dynamic of *p* and a crescendo leading to *mf*. The third staff (measures 9-12) begins with a circled 'C' above the first measure and a dynamic of *f*, followed by a dynamic of *ff* in measure 10 and *mf* in measure 11. The fourth staff (measures 13-16) starts with a dynamic of *f* and features accents (>) over the final four notes.

TOHS Marching Band 2012 Audition Music

Snare Line / Part 1

1
R R R L R L

3
R L R R L R R L R L R L L L

6
L R L R L R L L R L L R L R L R L

9
R L R L R L R L R L R L R L R L

12
R L R L R L R L R L R L R L R L R

TOHS Marching Band 2012 Audition Music

Snare Line / Part 2

Snare Drum

R L L R L L R L L R L L R L R R L R R L R R L R R L R L L

3

R L L R L L R L L R L R R L R R L R R L R R L R L R

5

R L L R L L R R L R R L R R L R L L R L L R L L R R L L

7

R R L L R R L L R R L L R R L L R L L R R L L R R L L R

9

R R L L R R L L R R L L R R L L R ³ L R L ³ R L R

TOHS Marching Band 2012 Audition Music

Tenor Line / Part 1

Tenorline



TOHS Marching Band 2012 Audition Music

Tenor Line / Part 2

Tenorline

RLLRLLRLLRLLRRLRRLRRLRRLRLL

3

RLLRLLRLLRLLRRLRRLRRLRRLRLL

5

RLLRLLRRLRRLRRLRRLRRLRRLRLL

7

RRLRRLRRLRRLRRLRRLRRLRRLR

9

RRLRRLRRLRRLRRLRRLRRLRRLR

TOHS Marching Band 2012 Audition Music

Bass Drum / Play part for Bass #3

Bass Drums



Musical notation for Bass Drums, measures 1-3. The staff is in 4/4 time and features a rhythmic pattern of quarter notes with accents.

B. Dr.



Musical notation for Bass Drum, measures 4-6. Measure 4 is marked with a '4' above the staff. The notation includes quarter notes and eighth notes.

B. Dr.



Musical notation for Bass Drum, measures 7-9. Measure 7 is marked with a '7' above the staff. The notation includes quarter notes and eighth notes, ending with a triplet of eighth notes.

B. Dr.



Musical notation for Bass Drum, measures 10-12. Measure 10 is marked with a '10' above the staff. The notation includes quarter notes and eighth notes, ending with a triplet of eighth notes.

TOHS Marching Band 2012 Audition Music

Auxiliary Percussion/Rack

Percussion

Hi-Hat and Snare

5

Hi + Low Toms

Crash

9

Sus. Cymbal

Wind Chimes

13

Concert Bass

Hi-Hat and Snare

19

Snare and Crash



Thousand Oaks High School Percussion/ Audition Scoring Sheet



Student _____

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:

- Tempo too slow
- Did not play all notes
- Uneven tempo
- Pitches played out of order

Major / Minor Scales:

- Tempo too slow
- Incorrect pitches
- Uneven tempo
- Incorrect rhythm pattern
- Played incorrect scale

Comments

Scales

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

Sub Total: Page 2 _____

Judge's signature _____

FINAL SCORE: _____