

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... <u>TRY YOUR BEST</u>.

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.

• <u>Snare</u>: Will be looking for the proper sticking as notated on the music

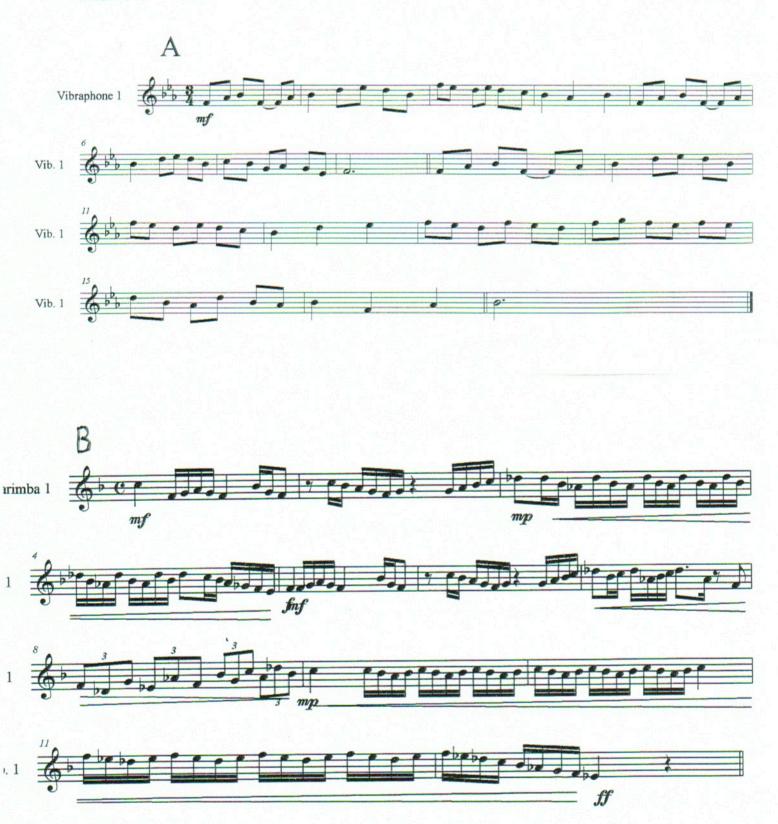
Tempo control

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.

Audition Piece

Mallets



Audition Piece

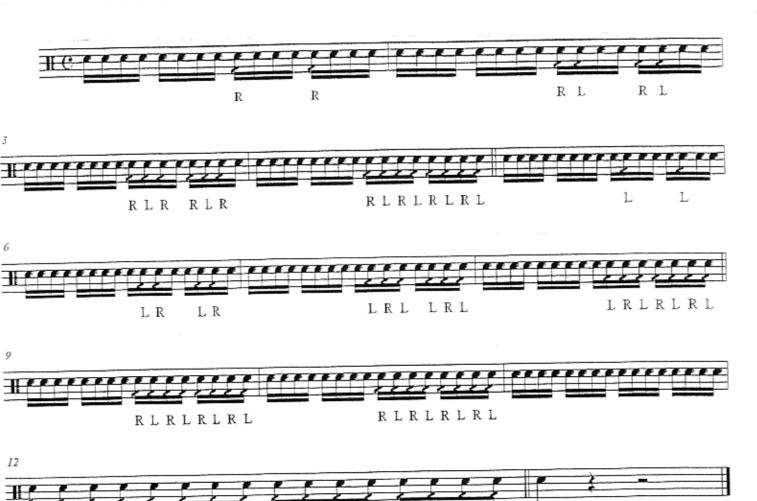
Score



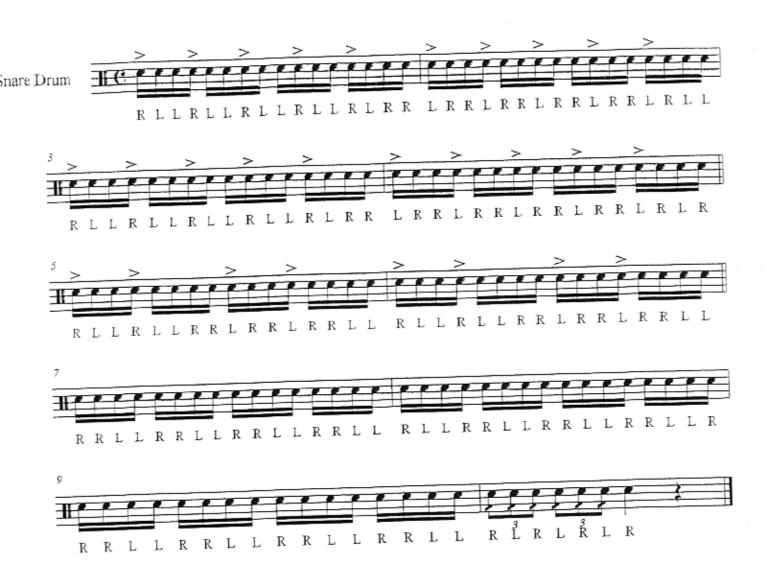
TIMPANI



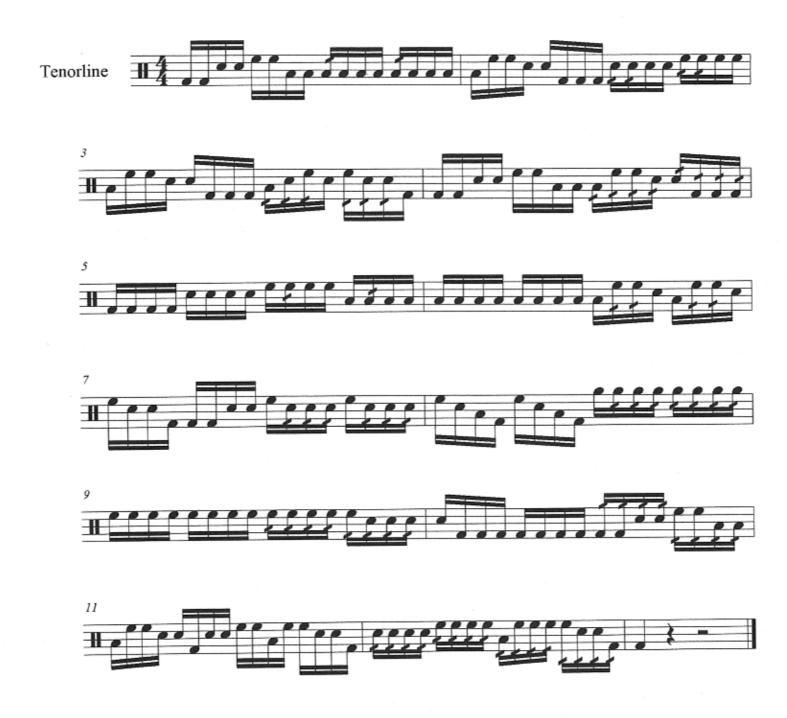
TOHS Marching Band 2012 Audition Music Snare Line / Part 1



TOHS Marching Band 2012 Audition Music Snare Line / Part 2



Tenor Line / Part 1



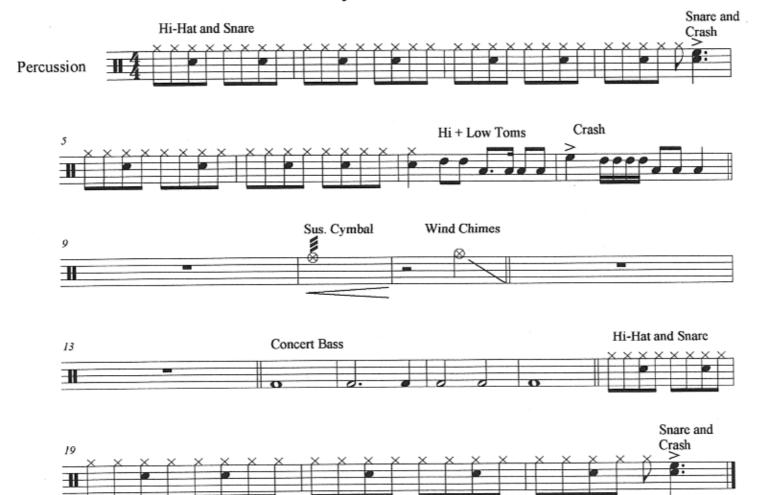
Tenor Line / Part 2



Bass Drum / Play part for Bass #3



Auxilary Percussion/Rack





Thousand Oaks High School Percussion/ Audition Scoring Sheet



4		-		ф
Student				-
Rhythm	(Circle one number)			
Rhythms are accurate and precise throughout the performance.	once one number)		9	40
Rhythms are nearly accurate; occasionally, rhythms lack precise interpretation.		7	10	
Most rhythm patterns are accurate, but errors in precision are present. (approximation of written rhythms)				8
Many rhythms performed incorrectly or inconsistently, major errors are present in the performance.			5	6
Rhythms are consistently performed incorrectly, clarity and precision are essentially nonexistent.			3	4
	erreary more supports.			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.			ely 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.			and/or 5	6
Performance demonstrates basic knowledge of the technical demands of the music; consistent, major errors are made in pitch, articulation, facility, and precision.				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			ne solo	4
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. Performance demonstrates good control of tempo, dynamics, phrasing, and expression in a performance often consistent with the style of the solo; the range of			9	10
I (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.				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.			istic 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
Scales				
Chromatic Scale: Tempo too slow Scale		Chromatic	Score 1 - 10	
Did not play all notes	Incorrect pitches	F	Score 1 - 5	
Uneven tempo	Uneven tempo	Bb	Score 1 - 5	
Pitches played out of order	Incorrect rhythm pattern	Eb	Score 1 - 5	
	Played incorrect scale	Ab	Score 1 - 5	
		Db	Score 1 - 5	
Comments		Gb	Score 1 - 5	
		С	Score 1 - 5	
		G	Score 1 - 5	
		D	Score 1 - 5	
		A	Score 1 - 5	
		E	Score 1 - 5	
		В	Score 1 - 5	
		SIGHT-READING	Score 1 - 20	
		Sub Total: Page 2		

FINAL SCORE: