

## PNHS A Cappella Audition Form

Name: \_\_\_\_\_

Grade in September: \_\_\_\_\_

Song you are singing: \_\_\_\_\_

Email address: \_\_\_\_\_  
 \_\_\_\_\_

Place a check next to each ensemble that you wish to be considered for:

- Northern Lights (Mixed)/Spectrum (Female Presenting)  
 Girl Treble (Female Presenting)      Menergy (Male Presenting)

Are you interested in singing in two ensembles?      Yes      No

**Please review the time commitments for all groups before answering this question!**

### Solo Performance

**Total points out of 27** \_\_\_\_\_

The student demonstrates (3 = highly, 2 = somewhat, 1 = minimally)

**Evaluator Comments**

|           |   |  |
|-----------|---|--|
| 1   2   3 | Appropriate technique without visible or audible tension: notes are not strained; there is no sign of muscular tension.                                   |  |
| 1   2   3 | Appropriate resonance/placement: the tone quality is rich, full, and pleasing to listen to.   |  |
| 1   2   3 | Accurate intonation throughout: the singer does not modulate unintentionally, nor are there isolated flat or sharp pitches.                               |  |
| 1   2   3 | Correct use of breath support: the singer breathes low, engaging the diaphragm, and can sing through a phrase without difficulty.                         |  |
| 1   2   3 | Consistent timbre: the singer demonstrates no break between registers, or is able to switch gracefully between registers.                                 |  |
| 1   2   3 | Clear and accurate diction: words are clearly articulated.  |  |
| 1   2   3 | Steady beat/rhythmic integrity: the singer does not rush or slow down, either while singing or while counting rests.                                      |  |
| 1   2   3 | Appropriate expression, vocal inflection, phrasing, and style: the singer connects with the text and sings in a manner that is consistent with the genre. |  |
| 1   2   3 | Comfortable and engaging stage presence: the singer appears at ease and is not overcome by nerves.  |  |

### Pitch Matching

**Total Points out of 13** \_\_\_\_\_

Patterns played

Number of correct pitches sung

|           |                       |
|-----------|-----------------------|
| Pattern 1 | 0   1   2   3   4     |
| Pattern 2 | 0   1   2   3   4     |
| Pattern 3 | 0   1   2   3   4   5 |

### Sight Singing

**Total Points out of 9** \_\_\_\_\_

The student demonstrates (3 = highly, 2 = somewhat, 1 = minimally)

|                     |           |
|---------------------|-----------|
| Accurate Notes      | 1   2   3 |
| Accurate Rhythms    | 1   2   3 |
| Accurate Intonation | 1   2   3 |

**Vocal Percussion****Total Points out of 9** \_\_\_\_\_The student demonstrates (3 = highly, 2 = somewhat, 1 = minimally) **Evaluator Comments**

|   |       |  |
|---|-------|--|
| Stable rhythm and steady beat                           | 1 2 3 |  |
| Appropriate volume – can carry over a group             | 1 2 3 |  |
| Believable sounds that mimic a drum kit                 | 1 2 3 |  |
| Creative and stylistically appropriate fills (optional) | 0 1 2 |  |

**History/Qualifications****Total Points out of 30** \_\_\_\_\_

If you have never had Mr. Grossman as a teacher, please indicate the name of a music teacher who can evaluate your past performance. \_\_\_\_\_

The student (6 = consistently, 4 = occasionally, 2 = rarely)

|       |   |
|-------|---|
| 2 4 6 | Comes to rehearsal on time; does not have excessive absences                                    |
| 2 4 6 | Brings all necessary materials to rehearsal (music, pencil, instrument if applicable)           |
| 2 4 6 | Remains actively engaged in the rehearsal; does not talk excessively during rehearsal           |
| 2 4 6 | Displays positive energy towards peers, teacher, and self, both in rehearsal and in performance |
| 2 4 6 | Has demonstrated the potential for positive leadership  |

**Personal Statement****Total Points out of 10** \_\_\_\_\_

Please neatly write or type a paragraph that explains why you want to be in an a cappella group. Attach a separate piece of paper if needed. Your paragraph should address the following questions and should use correct spelling and grammar.

1. What elements (musical, social, or otherwise) need to be in place in order for a group to be successful?
2. How will **you** contribute to the group's success? What should we know about your qualifications as a candidate that we may not have observed in your audition?

**Total Score (out of 98)** \_\_\_\_\_**Weekly Schedule**

Please make note of any weekly commitments that you foresee taking place in the next school year, including any sports.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

**Called back for Northern Lights****Called back for Spectrum****Group Placement****Northern Lights****Spectrum****Girl Treble****Menergy**

**Callback Rubric – FOR REFERENCE!**  
*You do not need to bring this page to your audition!*

**Group Performance (Callbacks)**

**Total points out of 27 \_\_\_\_\_**

The student demonstrates (3 = highly, 2 = somewhat, 1 = minimally)

**Evaluator Comments**

|       |  |  |
|-------|--|--|
| 1 2 3 | Accurate notes   |  |
| 1 2 3 | Accurate rhythms   |  |
| 1 2 3 | Accurate intonation  |  |
| 1 2 3 | Accurate and appropriate dynamics  |  |
| 1 2 3 | Balanced volume (relative to the group)  |  |
| 1 2 3 | Blended vowels/matched consonants (relative to the group)  |  |
| 1 2 3 | Appropriate contribution to group energy (comfortable/at ease with the music, “feels” the music without distracting from other performers) |  |