

Vocal Music

New Student Auditions



Mandatory Pre-Audition Meeting
Welcome!

Introductions

- Faculty
- Parent Audition Coordinators
- Students

Website Information

- DSA Home page - <http://dsa.dpsk12.org>
 - This page is the best source for general audition information and application information. Click on “admissions” tab.
- DSA Vocal Music page - <http://dsavocalmusic.org>
 - This page is the best source of information about the specific vocal music audition.

DSA Mission Statement

- **Our mission is to** *build a place where lifelong artistic talents are developed in a multicultural, academically nurturing learning environment.*

Collaboration

- Working together with students, families, and colleagues to provide unique opportunities and experiences.

Diversity

- We are a supportive community committed to individual and artistic integrity and inclusion. We promote and respect self-expression, a wide range of ideas, and the impact of one's actions on the community, on the environment, and on ones-self.

Environment

- The emphasis is on building a nurturing student community where individuals encourage and support one another, and where respect is given freely to all.

Excellence

- The belief that learning is centered in the process of inquiry, self-discovery, and creative expression, we offer our students the environment and tools they need to take risks, think critically, and work creatively within and across disciplines.

Joy

- We want our students to experience joy in their artistic, intellectual, physical, social, and emotional development.

About the Vocal Department

- DSA Mission Statement-A place where lifelong artistic talents are developed in a multicultural, academically nurturing environment.
- In the vocal music department, our goal is college admission for any student who wants to major in music and to produce lifelong arts consumers and advocates.
- We believe in producing students who are musically educated, but who also have some understanding of the broader world, we aim to do this through: exposure, mutual respect among all students and faculty, creating a community, department, and ensembles that demonstrate and value kindness, community, discovery, collaboration, teamwork, and leadership, and advocates for the arts within each individual students' unique path.

About the Vocal Department

- Students in the vocal music department will pursue their studies using a scientific and holistic approach to singing along with music theory, sight singing, aural skills, and piano. Our students' study of vocal technique, piano, sight singing and music theory will help students achieve success in whatever aspect of music they elect to pursue.
- We believe in the study and importance of multi-genre and multi-cultural music for our students so that they can be best prepared for the rapidly changing and developing music industry and world and in supporting our students' interest in a variety of genres, encouraging vocal flexibility, healthy technique, and respect for genres outside of their initial interest areas.
- We believe in supporting our students' interest in multiple musical genres and multicultural music by teaching with an approach that bridges the gap between all areas of musical study and classical repertoire.
- This teaching approach uses a traditional curriculum of classical music, including art songs and arias in English, Italian, German, French, Spanish and other languages. With the study of repertoire in these languages, we believe in the necessity for students to translate and thoroughly understand the texts of all songs in foreign languages and in English. As students experience musical growth, their corresponding vocal literature demands will be more and require deeper comprehension and study from the student.

Application Process

- Step 1: Online Application-Closed January 4th, 2019
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- Step 2: Mandatory Pre-Audition Meeting-January 14th, 2019
- Step 3: School of Choice Process
- Step 4: Audition-February 5, 9, 12, & 16* *callbacks

Number of Admitted Students

- Enrollment varies widely year to year
- # of admitted students is dictated by administration
- we do not know how many students we will get to admit
- just do your best

School of Choice Process

The first round of Choice for the 2019 – 2020 school year will be from January 15, 2019 – February 15, 2019 at 4:00 pm. Any time during this month window, you must go online and fill out a choice application. The online SchoolChoice application will be available via the SchoolChoice website during the application window.

The DPS SchoolChoice application will ask you to rank your top 12 preferred schools within DPS, including charter schools and magnet programs such as DSA. The DPS SchoolChoice application must be submitted no later than 4 pm on February 15, 2019. If you desire to attend DSA, and it is your most preferred school, be sure to indicate DSA as your #1 choice. Please rank your school selections in order of your actual preferences; if your student is seated at their number one ranked school, you will have forfeited your boundary school and any other school ranked below where the student was accepted.

For more information about the DPS Choice process, please visit <http://schoolchoice.dpsk12.org/> or call the Choice and Enrollment Hotline at 720-423-3493.

New this Year-Callbacks

-Selected students will be invited back for the 2nd round of auditions (callbacks)

-Callbacks will be held Saturday, February 16th 7:30 am-5:30 pm (please reserve all day)

-Selected students will be notified by their audition # being posted on the DSA website by Wednesday, February 13th at this time callback materials to be prepared will also be posted

-If your audition number is not posted on the website we are unable to offer you a spot in the vocal music department next year

Audition Schedule

Check-In and Warm-Up

-Students will check-in, turn in their audition packet, receive an audition number, and warm-up with DSA student volunteers (warm-up is mandatory)

Audition

-Students will be assigned an individual time slot within 1 hour to perform their song and skills in front of the faculty panel (this time is assigned randomly the day of auditions)

Theory Test

-Students will be given a music theory test to complete in a classroom, they have all the time they need to complete this test

Audition Packet

This needs to be in the order listed and labelled with your name and audition number...

-Headshot

-3 letters of recommendation (posted on vocal website)

-Essay: “Why you want to be a vocal major at DSA” (1 page)

-Performance Resume

(example-<https://auditioningforcollege.files.wordpress.com/2011/08/jane-soprano-sample-resume3.pdf>)

-Repertoire list (HS only,

example-https://www.ithaca.edu/music/ensembles/opera/docs/Audition_Resources/Sample_Rep_List/)

*These materials will not be returned to you

Mock Audition

One of our vocal students will now do a mock audition for you so that you can see and hear exactly what your audition will look like ...

Audition

- Introduction
- Solo: sing one verse and chorus or one minute of your chosen piece
- *America, The Beautiful*
- Scales and Triads
- Rhythmic and Melodic Sight-Reading
- Harmonic/Aural skills (ear training)

Professional Dress

- Wear something professional and nice that you are comfortable in
- Please make sure footwear is appropriate and comfortable for movement (there will be movement!)
- Hair needs to be pulled back or out of the face
- Make sure that all skin is covered appropriately

Solo Criteria

- Tone Quality
- Intonation
- Style
- Musicianship
- Accuracy of Preparation
- Diction and Articulation
- Performance/Communication/Stage Presence
- Technique
- Interpretation/Artistry
- Professionalism

Sheet Music

Choose Piano/Vocal sheet music
(has piano accompaniment and vocal lyrics & notes)

Great resources for finding music:

- a voice teacher!
- a vocal music selections book
- musicnotes.com

Music should be double-sided and in a 3-ring binder that lays open flat

Do NOT use sheet protectors

Poor choice #1:

In My Own Little Corner

Track 9

The image shows a musical score for the piece "In My Own Little Corner" from Track 9. The score is written on a single bass clef staff in common time (C). The tempo is marked as quarter note = 120. The score consists of five systems of music, with measure numbers 8, 15, 22, and 29 indicated at the beginning of their respective systems. The music is a single-line bass line with no vocal line or other accompaniment.

No vocal line and poor accompaniment
(only bass clef)

Poor choice

Blue Skies

Music and Words by
Irving Berlin

Cm Cb⁺ Eb/Bb A^{ø7} Eb Cm⁷

Blue skies smil-in' at me, noth-in' but blue skies

6 Fm⁷ Bb⁷ Eb Ab⁷ G⁷ Cm Cb⁺ Eb/Bb

do I see. Blue birds sing-in' a song

12 A^{ø7} Eb Cm⁷ Fm⁷ Bb⁷ Eb Bb⁷ Eb

noth-in' but blue birds al day long.

17 Eb Abm⁷ Eb F^{ø7} Eb

Nev-er saw the sun shin-in' so bright, nev-er saw things

20 F^{ø7} Eb Eb Abm⁷ Eb F^{ø7} Eb

go-in' so right. No-tic-ing the days hur-ry-in' by, when you're in love

Vocal line only – no piano
accompaniment

Poor choice

Grenade chords by Bruno Mars

EDIT ADD TO PLAYLIST FAV

6,908,279 views, added to favorites 67,365 times

Tuning: E A D G B E

Key: Dm

Author royce_yc [a] 123. 4 contributors total, last edit by Tikken [a] 75,316 on Oct 04, 2018.

VIEW OFFICIAL TAB BACKING TRACK TONEBRIDGE

We have an official Grenade tab made by UG professional guitarists.

[Check out the tab »](#)

VERSE & PRE-CHORUS 110 bpm

↓ ↓ ↑ ↓ ↓ ↑ ↓ ↓ ↑ ↓ ↓ ↑
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 &

CHORUS & BRIDGE 110 bpm

↓ ↑ ↓ ↓ ↑ ↓ ↓ ↑ ↓ ↓ ↑
1 & 2 & 3 & 4 &

[Verse 1]

Dm

Easy come, easy go,

Dm

That's just how you live, oh,

Am

Take, take, take it all,

Am

But you never give.

Dm

Should've known you was trouble

Dm

From the first kiss,

Am

Had your eyes wide open.

A7

Why were they open?

Lyrics and
chords only

Great choice ²

WHITE CHRISTMAS

by IRVING BERLIN

Slowly

Fm C/G Gdim7 F/G G7 C F/G

mf

C Dm7/G G7/F C/E

Freely

The sun is shin - ing, the grass is green, - the

G7/D F/G G7 C6 C#dim7 Dm7 G9

or - ange and palm trees sway. There's nev - er been such a

The image displays a musical score for the song 'White Christmas' by Irving Berlin. It is divided into three systems. The first system is a piano introduction marked 'Slowly' and 'mf', with guitar chords Fm, C/G, Gdim7, F/G, G7, C, and F/G. The second system features a vocal line with lyrics 'The sun is shining, the grass is green, - the' and piano accompaniment, with guitar chords C, Dm7/G, G7/F, and C/E. The third system continues the vocal line with lyrics 'or - ange and palm trees sway. There's nev - er been such a' and piano accompaniment, with guitar chords G7/D, F/G, G7, C6, C#dim7, Dm7, and G9. The score includes treble and bass clefs, a 4/4 time signature, and various musical notations such as slurs and dynamics.

Piano accompaniment with vocal lyrics and notes

Skills by Grade Level

6th grade

- 1) Solo
- 2) America
- 3) Major scale and major triad
- 4) Rhythmic and Melodic Sight-Reading (CO MS all-state)
- 5) Aural Skills (picking 1 note out of a 2-part chord, aural recall within a fifth)

6th grade student
performer...

Skills by Grade Level

7th grade

- 1) Solo
- 2) America
- 3) Major scale, major triad, minor triad
- 4) Rhythmic and Melodic Sight-reading (CO MS all-state)
- 5) Aural Skills (picking 1 note out of a 2-part chord, aural recall within an octave)

Skills by Grade Level

8th grade

- 1) Solo
- 2) America
- 3) Major scale, major triad, minor triad, diminished triad
- 4) Rhythmic and Melodic Sight-reading (CO MS all-state)
- 5) Aural Skills (picking 1 note out of a 2-part chord, aural recall within 2 octaves)

Skills by Grade Level

9th grade

- 1) Solo
- 2) America
- 3) Major scale, major triad, minor triad, diminished triad, harmonic minor scale
- 4) Rhythmic and Melodic Sight-reading (CO honor choirs, Western, ASU, etc.)
- 5) Aural Skills (picking 1 note out of a 3-part chord, aural recall within 2 octaves)

Skills by Grade Level

10th grade

- 1) Solo
- 2) America
- 3) Major scale, major triad, minor triad, diminished triad, harmonic minor scale, natural minor scale
- 4) Rhythmic and Melodic Sight-reading (CO honor choirs, Western, ASU, etc.)
- 5) Aural skills (picking 1 note out of a 4-part chord, aural recall within 2 octaves)

10th grade student
performer...

Skills by Grade Level

11th grade

- 1) Solo
- 2) America
- 3) Major scale, major triad, minor triad, diminished triad, augmented triad, harmonic minor scale, natural minor scale, melodic minor scale
- 4) Rhythmic and Melodic Sight-reading (CO All-State choir)
- 5) Aural skills (picking 1 note out of a 5-part chord, aural recall within 2 octaves)

11th grade student
performer...

Skills by Grade Level

12th grade

- 1) Solo
- 2) America
- 3) Major scale, major triad, minor triad, diminished triad, augmented triad, harmonic minor scale, natural minor scale, melodic minor scale, chromatic scale
- 4) Rhythmic and Melodic sight-singing (CO All-State choir)
- 5) Aural skills (picking 1 note out of a 6-part chord, aural recall within 2 octaves)

12th grade student
performer...

First Verse Only

America the Beautiful

Samuel A. Ward

Musical notation for the first line of the song, measures 1-5. The key signature is B-flat major (two flats) and the time signature is 4/4. The notes are: G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (half).

Oh beau - ti - ful for spa - cious skies, for am - ber waves of grain, for
Oh beau - ti - ful for pa - triot dream That sees be - yond the years, Thine

Musical notation for the second line of the song, measures 6-10. The notes are: C4 (half), D4 (quarter), E4 (quarter), F4 (quarter), G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (half).

pur - ple moun - tain ma - jes - ties, a - bove the fruit - ed plain. A - mer - i - ca, A -
al - a - bas - ter cit - ies gleam, Un - dimmed by hu - man tears!

Musical notation for the third line of the song, measures 11-14. The notes are: C4 (half), D4 (quarter), E4 (quarter), F4 (quarter), G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (half).

mer - i - ca, God shed His grace on Thee, and crown thy good with

Musical notation for the fourth line of the song, measures 15-18. The notes are: C4 (half), D4 (quarter), E4 (quarter), F4 (quarter), G4 (quarter), A4 (quarter), Bb4 (quarter), C5 (quarter), Bb4 (quarter), A4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (half).

bro - ther - hood, from sea to shi - ning sea.

6th & 7th Rhythm

Exercise 1



1 2 3 4 1 + 2 + 3 + 4 1 2 + 3 4

Exercise 3



1 2 3 + 4 + 1 + 2 + 3 4 1 2 + 3 + 4

6th & 7th grade
Melodic Sight Reading
Example 1

41.

Musical notation for Example 1, a melodic sight-reading exercise. The notation is presented on two staves (treble and bass clefs) in 4/4 time. The piece begins with a treble clef and a 4/4 time signature. The melody consists of 16 measures: the first 8 measures are eighth notes, and the last 8 measures are quarter notes. The piece concludes with a double bar line.

6th & 7th grade Melodic Sight Reading Example 2

42.

The image displays a musical score for a sight-reading exercise. It consists of two staves. The top staff is in treble clef, and the bottom staff is in bass clef. Both staves are in the key of B-flat major (one flat) and 3/4 time. The melody in the treble clef starts on middle C (G4) and proceeds through a series of eighth and quarter notes: G4, A4, Bb4, C5, D5, E5, F5, G5, A5, Bb5, C6, Bb5, A5, G5, F5, E5, D5, C5. The bass line starts on Bb3 and proceeds through a series of eighth and quarter notes: Bb3, C4, D4, E4, F4, G4, A4, Bb4, C5, Bb4, A4, G4, F4, E4, D4, C4. The piece concludes with a double bar line.

8th & 9th grade Melodic Sight-Reading Example 1

94.

The image displays a musical score for two staves, numbered 94. The music is written in 3/4 time and features a key signature of one flat (B-flat). The upper staff is in the treble clef, and the lower staff is in the bass clef. The melody in the upper staff begins with a quarter rest, followed by a sequence of eighth and quarter notes. The lower staff provides a bass line with a similar rhythmic pattern, including eighth and quarter notes. The piece concludes with a final whole note on a half rest in both staves.

8th & 9th Grade Melodic Reading Example 2

96.

The image shows a musical score for measures 96 through 105. The score is written in treble and bass clefs, with a key signature of one sharp (F#) and a time signature of 2/4. The melody in the treble clef consists of eighth and quarter notes, while the bass clef provides a steady accompaniment of eighth notes. The piece concludes with a double bar line at the end of measure 105.

9th through 12th grade Rhythm Examples

- Exercises #1-4

The image displays four staves of musical notation, each representing a different rhythmic exercise. All staves are in 4/4 time and use a treble clef. The exercises are as follows:

- Staff 1:** A sequence of five measures. Measure 1: quarter note, eighth notes, quarter note. Measure 2: quarter note, eighth notes, quarter note. Measure 3: quarter note, eighth notes, quarter note. Measure 4: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 5: quarter note, eighth notes, quarter note, eighth notes, quarter note.
- Staff 2:** A sequence of five measures. Measure 1: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 2: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 3: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 4: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 5: quarter note, eighth notes, quarter note, eighth notes, quarter note.
- Staff 3:** A sequence of five measures. Measure 1: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 2: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 3: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 4: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 5: quarter note, eighth notes, quarter note, eighth notes, quarter note.
- Staff 4:** A sequence of five measures. Measure 1: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 2: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 3: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 4: quarter note, eighth notes, quarter note, eighth notes, quarter note. Measure 5: quarter note, eighth notes, quarter note, eighth notes, quarter note.

10th through 12th grade Melodic Reading

132.



The image shows a musical score for exercise 132, consisting of two staves: a treble staff and a bass staff. The music is written in 3/4 time and has a key signature of one sharp (F#). The treble staff begins with a treble clef and a key signature of one sharp. The bass staff begins with a bass clef and a key signature of one sharp. The melody in the treble staff consists of quarter notes and half notes, while the bass staff provides a harmonic accompaniment with quarter notes and half notes. The piece concludes with a double bar line.

Aural Skills

- The required aural skills are listed by grade level
- Vocal students will demonstrate some of these skills

Mock Audition

Now that you have seen and heard the audition process as well as walking through it with us step-by-step, another vocal student will do another mock audition so that you can better understand the process from beginning to end...

Music Theory Test

- Defining musical terms
- Identifying and defining musical symbols
- Identifying note names in both treble and bass clefs
- Time Signatures
- Key Signatures

What to Bring to Your Audition

This needs to be in the order listed and labelled with your name and audition number...

-2 copies of sheet music (1 for the accompanist, 1 for the faculty)

-Headshot

-3 letters of recommendation (posted on vocal website)

-Essay: “Why you want to be a vocal major at DSA” (1 page)

-Performance Resume

-Repertoire list (HS only)

*These materials will not be returned to you

Audition Time Scheduling

- Before you leave tonight, please stop by the table in the hallway to pick up your AUDITION CONFIRMATION CARD
- Please write down your day and time on your home or personal calendar
- Due to the high volume of applicants, we cannot accommodate changes in days or times. If an emergency arises, contact Richard Raedeke vocal.auditions@comcast.net
- If your name is not on our audition list, even though you think you signed up online, please leave the following information with Richard at the check-in table: Student & Parent name; incoming grade; email and telephone number. Ms. Odom will contact you tomorrow.

Audition Feedback not available

- Per administrative policy, auditioning departments do not need to provide feedback

Free Audition Prep

- Saturday, January 26th, 2019 10-3
- Sign up with Tri-M Officers

Audition Cancellations/Changes

- If you need to cancel your audition, please contact Richard Raedeke vocal.auditions@comcast.net
- **Results will be emailed by**

Things to know if you are accepted

- DSA contract
- Probation
- School-wide fundraising expectation-fill the gap
- Fees-next slide
- Home practice and work ethic: 20—40 minutes daily
- Self-advocacy and individual initiative expected
- After school commitments
- Must take private voice lessons in HS with our vocal staff
- Weekend rehearsals
- Off-site performances
- 4-8 regularly scheduled evening performances a year
- Mandatory travel ad annual retreat with costs

Notification Process

On February 26, 2019 you will receive an email from our Assistant Principal and Director of Admissions Miranda Odom. She will notify you as to the outcome of your student's audition (either qualified to attend DSA, not qualified or waitlisted). If your child receives confirmation that he/she qualified for DSA, this does not mean that he/she also has an enrollment "offer". Students will be assigned to DSA based on their qualification status plus the desired school(s) indicated on the DPS SchoolChoice application. If you are qualified to attend DSA and ranked DSA as #1, you will have a seat at DSA. If your most highly preferred school is a school other than DSA, please rank your school selections accordingly—your qualification into DSA will not be impacted if DSA is not your highest choice. However, if your student is accepted via the SchoolChoice process into a school preferred more highly than DSA, your student will not be accepted into DSA, or any other less-preferred option. All students will be notified of their 2019-2020 school assignment through a written letter by mid April. This will come from the DPS Office of Choice and Enrollment Services. The only students who will be considered for enrollment at DSA will be those who successfully qualify via the DSA audition process AND have ranked DSA on their DPS SchoolChoice application. If you do not select DSA as your 1st preference school, please know that it is possible that your child may not be assigned to DSA. If your student is waitlisted, DSA will not reveal the number your student is on the waitlist. You could be called off the waitlist any time from April to August. If waitlisted, we encourage you to go on with other school options.

Fees

- Fees at DSA:
 - Arts fee: \$130 per year per student
 - Voice lesson fees - \$55 per hour
 - \$825-\$1,650 a year
 - Outfit fees: \$25-\$100
 - Travel: Local, Regional, National, International 2020
 - \$1,500-\$2,200 every other year
 - Retreat fees (HS) \$150 per year
 - Concert Admission \$17-\$30 per concert
 - Tickets must be purchased for all performances at DSA
 - Fundraising opportunities available
 - Administrative need based grants-Free and Reduced Lunch

Fill the Gap Campaign

DSA Friends Foundation

- While DSA is a public school, it receives no additional district funding to cover its arts programs and equipment.
- We request at DSA that each family contributes whatever they can on a month by month basis to our Fill the Gap Campaign in order to provide the highest quality instruction that we can. This money supports our Guest Artist program as well as helps make purchases for department needs.

IEP/504

- If you are on a 504 or IEP and you believe there are accommodations needed for the audition, the main office needs a hard copy of the document in the DSA Main Office one full week before audition date addressed to the attention of Aspen Burkett, Assistant Principal

Audition Confirmation

- If you are on our list because you have completed the online application, you should leave with an AUDITION CONFIRMATION CARD with your audition day and time
- If you are **not** on our list, please leave the following information with Richard Raedeke (parent audition coordinator): student name, student grade level, parent name and email
- We will research the problem and have an administrator contact you later. If you have your CONFIRMATION RECEIPT, please leave with Mr. Raedeke so that we can confirm your online application

Resources

Middle School All-State Choir Website

<https://www.msallstatechoir.org>

High School All-State Choir Website

<https://aschoir.com>

YouTube (believe it or not, it's great!)

Apps, etc.

Thank you for coming!

We look forward to seeing and hearing
you at auditions.

Good luck!