Instrumental Music

On your audition day, you can expect a panel of at least three CAPA faculty members to listen to your instrumental audition. They all look forward to meeting you and hearing you play, so relax and do your very best. We look forward to hearing your two song choices that demonstrate your level of playing skills and overall musicality. Our instructors/ judges are professionals and will be able to identify both your current strengths and areas of potential future growth.

The following are the requirements for all Instrumental Auditions:

- Students may audition on ONE instrument only (brass, woodwind, percussion or string).
- Students should bring their own string, wind or brass instrument along with their audition music with them to the audition.
- Percussionists must bring their own mallets (if choosing to also play a mallet instrument in their audition) and their drumsticks, however, the percussion instruments on which they will audition will be provided by CAPA. Percussionists may also demonstrate that they have current playing experience on drumset.

INSTRUMENTAL AUDITION PART 1 - SCALES

- Students entering grade 6 will first be asked to play ONE scale of their choice.
- Students entering grades 7 or 8 will first be asked to play TWO scales of their choice.
- Students entering grades 9-12 will be asked to play THREE scales of their choice.
- Any students entering grades 6-12 who can play their scales more than one octave (or even more than the required number of scales) should do so during this part of their audition.

INSTRUMENTAL AUDITION PART 2 – SONG OF CHOICE #1

- Students will then move on to the first piece they have chosen to play for the judges. This piece should not only demonstrate their performance strengths and developed skills as a musician but also represent a style of music they enjoy both listening to and playing. Students should share with the judges why they chose the song they did.

INSTRUMENTAL AUDITION PART 3 – SONG OF CHOICE #2

- Students will then move on to their second chosen piece. This piece should differ in style and tempo from their first chosen piece. Song choice #1 and #2 should be contrasting pieces, for example, if song choice #1 is a melodic ballad (a slower song that requires the player to play notes smoothly and focusing on a beautiful tone and changing dynamics), song choice #2 may be a march (a faster up-beat song that requires the player to use a variety of appropriate articulations like staccato, accents, etc.). Another example of contrasting pieces would be playing a smooth section of a classical piece of music for song choice #1 and an upbeat swinging section of a jazz tune for song choice #2.

INSTRUMENTAL AUDITION PART 4 – SIGHTREADING

- Students will then be asked to sight-read a line or two of music to showcase their sight-reading abilities. This will demonstrate that they can take what they have already learned and can easily play and apply that knowledge to music they have not yet played. Students should take a moment to look through the piece put in front of them before they begin to play.

Instrumental Music (continued)

HOW AUDITIONS ARE JUDGED
The instrumental faculty will be listening for strengths and scoring students accordingly in the following areas during the student's playing audition:

For Winds, Strings and Brass:

- **Tone -** A musician's quality of sound - the timbre or tone color that makes it distinct.
- **Pitch/Intonation -** The pitch accuracy when playing from note to note. Is the musician staying "in tune?"
- **Rhythm -** Patterns of sound verses silence. Is each note or rest being held out to its proper length/value?
- **Technique -** The ability of a musician to exert control of their instrument to produce the precise musical effect they desire.
- **Interpretation -** How a musician translates a piece of music's meaning, imagery and emotions into sound.

For Percussion:

- **Pulse –** The underlying, steady heartbeat of a performance.
- **Rolls -** The playing skill that allows a percussionist to produce a sustained, continuous sound as opposed to a single attack/strike.
- **Rhythm -** Patterns of sound verses silence. Is each note or rest being held out to its proper length/value?
- **Technique -** The ability of a musician to exert control of their instrument to produce the precise musical effect they desire.
- **Interpretation -** How a musician translates a piece of music's meaning, imagery and emotions into sound.

AUDITION SCORING

- Scales will be worth 10 points *per scale* with extra points given for playing multiple octaves. (10+ points for students entering grades 6 playing one scale; 20+ points for students entering grades 6-8 playing two scales; and 30+ points for students entering grades 9-12 playing 3 scales).
- Sightreading will be worth 10 points.
- The student song of choice #1 will be worth 75 total points with a possible 15 points per category listed above.
- The student song of choice #2 will be worth 75 total points with a possible 15 points per category listed above. (Should be a contrasting style to choice #1.)

Following the student's playing audition will be a short interview by the instrumental panel. Two questions all students will be asked is "What brings you the most joy when playing your instrument? and "If you make it into CAPA, what do you believe will be the greatest asset you will be bringing into the department?"

Students will also be asked if they have any prior experience playing other instruments and if they would be interested in playing those instruments in their various music ensembles if needed.

Length of Audition:
The average audition will last 15–20 minutes.