

## Vocal Music Audition Packet

The music program at Barbara Ingram School for the Arts provides comprehensive preparation in vocal or instrumental music. Students participate in a variety of performance ensembles; receive weekly private music lessons, and study music theory and literature. Students who qualify may take College Board Advanced Placement examinations in music.

Students interested in vocal music should complete the following....

- I. APPLICATION- Mail the completed BISFA Application of Interest to the Audition Coordinator by the required date.
- II. LETTER OF RECOMMENDATION (page 3) - Ask the student's music teacher (or any non family member who has worked with the student as a vocalist) to fill out the attached form and mail to...  
Audition Coordinator  
Barbara Ingram School for the Arts  
7 S. Potomac St.  
Hagerstown, MD 21740
- III. VOCAL AUDITION- - Be prepared to perform the following items at your scheduled audition. **Students will be required to sing two (2) contrasting selections from memory.** An accompanist will be provided.
  - 1.) The first selection is the required piece. Choose from the following titles based on your voice part (soprano – “Evening Prayer”, alto/tenors – “Now is the Month of Maying”, basses -“The Jolly Miller”) Printed music is attached. Practice tracks for the required pieces can be found at the following link...  
<https://drive.google.com/drive/folders/1IARN1EZrIJLsgyfpFrO0FIFoZMHTGac?usp=sharing> These are recordings of the piano accompaniment exactly as they will be played in the audition.
  - 2.) The second selection is of the student's choice. It should be chosen from the following genres: classical, jazz, musical theatre, church hymns or a patriotic song. **Students may NOT sing with an accompaniment CD, nor may they sing anything a cappella (without accompaniment). Students must have sheet music for their second selection (student choice) for the provided accompanist. Students who do not have music for the accompanist will not be allowed to audition.**

- 3.) Musicianship- - Students may be asked to vocally demonstrate their skills in basic musicianship: Students may be asked to match pitch, or repeat (from memory) a short musical phrase played by the adjudicator. Use of solfege is not required.
- 4.) Rhythm Sight-reading: students will be asked to perform an 8-16 measure rhythm sight-reading example. They may choose to clap, tap, or say syllables.
- 5.) Melodic Sight-reading: students will be asked to sing an 8-16 measure melodic sight-reading example. They may choose to sing on syllables, numbers, or a neutral vowel.

#### IV. ADDITIONAL ACTIVITIES ON AUDITION DAY-

- 1.) Music Aptitude Test- At the conclusion of the singing portion of the audition, students will be required to take a brief music aptitude test, differentiating between tonal and rhythmic patterns.
- 2.) Interview: Applicants will be interviewed so that the instructors may get an opportunity to more fully understand each applicant's background.

Acceptance -- Students will be accepted on the basis of achievement, talent, potential for advanced development and the specific needs of the vocal department.

If you have any questions, you may contact the Lead Teacher of the Vocal Department Mrs. Melissa J. Mackley at [macklme@wcps.k12.md.us](mailto:macklme@wcps.k12.md.us)

## Confidential Middle/High School Director Recommendation Form

Student Name \_\_\_\_\_ School \_\_\_\_\_

Teacher/Director Printed Name \_\_\_\_\_

Teacher/Director Signature \_\_\_\_\_ Date \_\_\_\_\_

List the classes the applicant took from you and for how many years:

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Compared to ALL other students you have taught of similar age, how would you rate this student?

No Basis		Poor	Avg.	Good	Superior	Extraordinary
	<b>Musical Achievement</b>					
	<b>Musical Intellect</b>					
	<b>Tone Quality</b>					
	<b>Technique</b>					
	<b>Innate Musicality</b>					
	<b>Creativity</b>					
	<b>Disciplined work habits</b>					
	<b>Maturity</b>					
	<b>Leadership</b>					
	<b>Integrity</b>					
	<b>Reaction to Setbacks</b>					
	<b>Concern for Others</b>					
	<b>Poise</b>					
	<b>Initiative</b>					
	<b>Independence</b>					
	<b>OVERALL</b>					

Comments \_\_\_\_\_

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Continue on back if needed

Please mail your completed letter of recommendation to...

Audition Coordinator  
Barbara Ingram School for the Arts  
7 S. Potomac St.  
Hagerstown, MD 21740

# Evening Prayer

from *Hänsel und Gretel*

English text by  
Hansel Powell

Engelbert Humperdinck  
1854-1921

Moderato

When I rest my wea - ry head

*pp*

an - gels gath - er 'round my \_ bed; \_ Keep - ing me till break of day,

Guid - ing me in ev - 'ry way. Some stay by my right side,

*poco cresc.*

*sempre p*

Oth - ers by my left side. Ev - er may your

*pp subito*

*cresc.*

watch be. Al - ways you will guide me. An - gels, ev - er

*poco rit.*

with your might, Please bless and guard my soul to -

*poco rit.*

*a tempo*

night,

*a tempo*

*pp*

*And.* \*

★ You must only memorize 1 verse

## Lively

my

1. Now is the month of May - ing, When  
 2. The Spring, clad all in glad - ness, Doth  
 3. Fie, then, why sit we mus - ing, Youth's

mer - ry lads are play - ing;  
 laugh at Win - ter's sad - ness; Fa la la la la la la la! Fa la la la la la  
 sweet de-light re - fus - ing?

la! Each with his bon - ny lass, A - danc - ing on the  
And to the bag - pipes' sound. The Nymphs tread out their  
Say, dain - ty nymphs, and speak, Shall we play bar - ley -

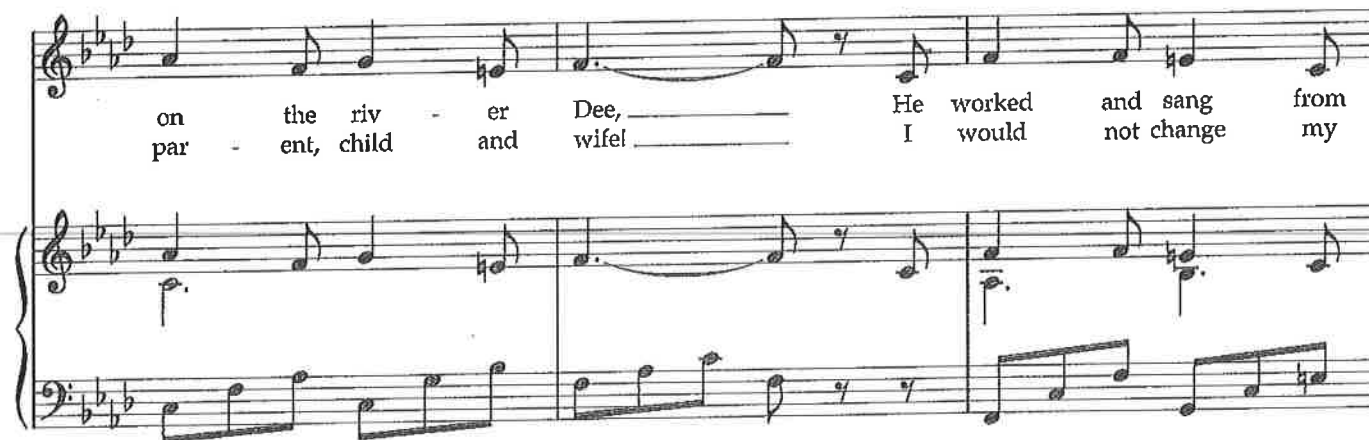
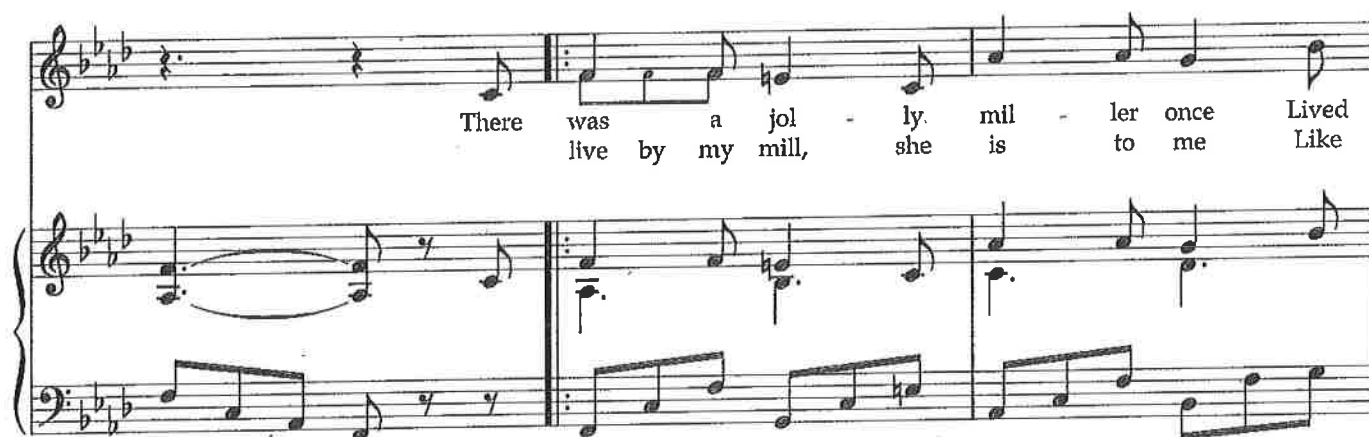
The musical score for 'The Grasshopper' is presented in three systems. The first system shows the vocal melody in treble clef with a key signature of one flat and a 4/4 time signature. The melody begins with a half rest, followed by a quarter note G4, a quarter note A4, and a half note B4. The lyrics 'grass. round. break?' are written below the first measure. The second system continues the melody with the lyrics 'Fa la la la la!'. The third system concludes the melody with the lyrics 'Fa la la la la la la la la la la la la la!'. The piano accompaniment is shown in two staves, treble and bass clef. It begins with a half rest, followed by a quarter note G4, a quarter note A4, and a half note B4. The piano part includes various chords and melodic lines that support the vocal melody. The score is marked with 'mf' (mezzo-forte) and 'rit. last time' (ritardando, last time).

# The Jolly Miller

*\* You must only memorize 1 verse!*

English, early 18th century  
arranged by Charles Fonteyn Manney  
1872-1951

Rather fast, lightly



morn sta till night, No lark more blithe than he. And.. No

*f* this, the bur - den of his song For ev - er used to law - yer, sur - geon, doc - tor Ev - er had a goat from

be. me, "I care care for no - bod - y, "I care care for no - bod - y,

no, not I, And no - bod-y cares for me." I no, not I, And no - bod-y cares for me."



## Required Piece:

- ☐ Evening Prayer (Soprano)  
☐ Now is the Month of Maying (Alto / Tenor)  
☐ The Jolly Miller (Bass)

## 2nd Selection

(title)

Judges Initials

IN THIS SECTION, CIRCLE ONE NUMBER PER CATEGORY, AND PLACE THAT NUMBER IN THE APPROPRIATE BOX	
<b>MELODIC ACCURACY</b> —The student performs:	<b>RHYTHMIC ACCURACY</b> —The student performs:
5 all rhythms accurately	5 all rhythms accurately
4 nearly accurate rhythms with a minimal amount of imprecision	4 nearly accurate rhythms with a minimal amount of imprecision
3 all but 1 or 2 pitches/notes accurately	3 with a consistent tempo and recognizable meter throughout, but with short, continuous sections of imprecise rhythms
3 all but 3 or 4 pitches/notes accurately	2 with both recognizable and unrecognizable meter with imprecise rhythms
2 a number of inaccurate pitches/notes	1 with unrecognizable meter as a result of imprecise rhythm
1 few or no pitches/notes accurately	
<b>Points for Melodic Accuracy</b>	<b>Points for Rhythmic Accuracy</b>
<b>Points for Rhythmic Accuracy</b>	<b>Points for Intonation</b>
<b>Points for Intonation</b>	

IN THIS SECTION, CIRCLE ALL THAT APPLY TO THE STUDENT'S PERFORMANCE — 3 POINTS EACH PUT THE TOTAL FOR EACH CATEGORY IN THE APPROPRIATE BOX	
<b>MELODIC ACCURACY</b> —The student performs:	<b>RHYTHMIC ACCURACY</b> —The student performs:
5 all rhythms accurately	5 all rhythms accurately
4 nearly accurate rhythms with a minimal amount of imprecision	4 nearly accurate rhythms with a minimal amount of imprecision
3 all but 1 or 2 pitches/notes accurately	3 with a consistent tempo and recognizable meter throughout, but with short, continuous sections of imprecise rhythms
3 all but 3 or 4 pitches/notes accurately	2 with both recognizable and unrecognizable meter with imprecise rhythms
2 a number of inaccurate pitches/notes	1 with unrecognizable meter as a result of imprecise rhythm
1 few or no pitches/notes accurately	
<b>Points for Melodic Accuracy</b>	<b>Points for Rhythmic Accuracy</b>
<b>Points for Rhythmic Accuracy</b>	<b>Points for Intonation</b>
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5 all rhythms accurately	5 all rhythms accurately
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2 a number of inaccurate pitches/notes	1 with unrecognizable meter as a result of imprecise rhythm
1 few or no pitches/notes accurately	
<b>Points for Melodic Accuracy</b>	<b>Points for Rhythmic Accuracy</b>
<b>Points for Rhythmic Accuracy</b>	<b>Points for Intonation</b>
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1 few or no pitches/notes accurately	
<b>Points for Melodic Accuracy</b>	<b>Points for Rhythmic Accuracy</b>
<b>Points for Rhythmic Accuracy</b>	<b>Points for Intonation</b>
<b>Points for Intonation</b>	

## MELODIC SIGHT-READING

**RHYTHMIC ACCURACY**—The student performs:

- 10 all rhythms accurately  
8 nearly accurate rhythms with a minimal amount of imprecision  
6 with a consistent tempo and recognizable meter throughout, but with short, continuous sections of imprecise rhythms  
4 with both recognizable and unrecognizable meter with imprecise rhythms  
2 with unrecognizable meter as a result of imprecise rhythm  
0 no rhythms accurately

**Total Rhythmic Points**

Audition Number

Judge's Comments

## MELODIC SIGHT-READING

**RHYTHMIC ACCURACY**—The student performs:

- 10 all rhythms accurately  
8 nearly accurate rhythms with a minimal amount of imprecision  
6 with a consistent tempo and recognizable meter throughout, but with short, continuous sections of imprecise rhythms  
4 with both recognizable and unrecognizable meter with imprecise rhythms  
2 with unrecognizable meter as a result of imprecise rhythm  
0 no rhythms accurately

**Total Rhythmic Points**

Audition Total Points

