

SIMPSON COLLEGE

Department of Music

Performance Audition Guidelines

Students wishing to pursue the Bachelor of Music in Performance will be subject to audition for formal admittance into the program. This audition will take place at the conclusion of their second full year of study, or after two semesters in residence for transfer students.

Audition: The audition takes place during finals week of the semester. The student must present a half program (25-30 minutes of music) to the music faculty in a polished and performance-ready audition. Repertoire must be of the caliber and style that is appropriate for degree recitals. The student will select his or her first piece, and the faculty will call for remaining pieces in whatever order they desire. *The major applied teacher of any student may not call for pieces or make recommendations during the audition of his/her own student.*

Non-Approval: In the event of a non-approved audition, the Performance Audition Rubric should be completed by the Department Chair, major applied teacher, and area coordinator. One or all of the aforementioned will share the completed rubric and a discussion of the faculty's concerns (in reference to the student's audition, academics, professionalism, and perceived potential) with the student. In the case that one faculty member fills more than one of these roles, another faculty member will be appointed to ensure a minimum of three.

If unsuccessful, students may attempt the performance audition a second time. Failure to pass the performance audition a second time will preclude a student from entering the performance degree program.

Considerations:

I. Audition

1. Quality of Preparation:

- Accuracy, in terms of correct pitches and rhythms, with good diction where applicable
- Well-prepared accompaniments and a sense of ensemble
- Appropriate phrasing, tempo, and suitability of range and tessitura

2. Technical Achievement:

- Clarity of tone
- Usable range
- Consistent and appropriate use of vibrato, if applicable
- Facility in both sustained and florid passages
- Solid intonation
- Legato
- Tone appropriate to the age of the student

3. Quality of the Performance:

- Understanding of the words and the ability to communicate the meaning of the piece
- Professional demeanor on stage - including dress, posture, and presentation
- Appropriate employment of phrasing, dynamics, and articulation
- An apparent enjoyment of, and commitment to, the act of performing

II. Academics

1. Minimum GPA of 2.5 in music classes at time the time of the audition
2. Deficiencies in coursework to this point

III. Professionalism

1. Attendance, including Recital Attendance
2. Reliability
3. Leadership
4. Overall deportment

Performance Audition Rubric

Name:

	Excellent – 4	Good – 3	Fair – 2	Poor – 1
Rhythm	Accuracy of note values, duration, pulse, steadiness, meter, etc. is consistently demonstrated.	Accuracy of note values, duration, pulse, steadiness, meter, etc. is mostly demonstrated.	Accuracy of note values, duration, pulse, steadiness, meter, etc. is sometimes demonstrated.	Accuracy of note values, duration, pulse, steadiness, meter, etc. is rarely demonstrated.
Note Accuracy	Accuracy of printed pitches and intonation within the appropriate range is consistently demonstrated.	Accuracy of printed pitches and intonation within the appropriate range is mostly demonstrated.	Accuracy of printed pitches and intonation within the appropriate range is sometimes demonstrated.	Accuracy of printed pitches and intonation within the appropriate range is rarely demonstrated.
Articulation*	Accuracy and style of attacks and releases is consistently demonstrated.	Accuracy and style of attacks and releases is mostly demonstrated.	Accuracy and style of attacks and releases is sometimes demonstrated.	Accuracy and style of attacks and releases is rarely demonstrated.
Musicality	Expressive elements, phrasing, dynamics, and stylistic interpretation are consistently demonstrated.	Expressive elements, phrasing, dynamics, and stylistic interpretation are mostly demonstrated.	Expressive elements, phrasing, dynamics, and stylistic interpretation are sometimes demonstrated.	Expressive elements, phrasing, dynamics, and stylistic interpretation are rarely demonstrated.
Tone	Pitches are well centered; properly projected and in tune. A desirable tone quality that is appropriate to the music being performed is produced throughout the performance.	Pitches are mainly in tune and centered. A desirable tone quality is produced and projected for most of the piece.	Some notes are out of tune. Pitches are occasionally not centered properly or projection is an issue.	Many notes are out of tune and not centered. Tone quality is undesirable and/or tone is not projected.
Technique	Proper support and breathing technique are used throughout the piece. Vibrato is appropriate and consistent.*	Proper support and breathing technique are used throughout most of the piece. Vibrato is mostly consistent and appropriate.*	Proper support and breathing techniques are occasionally used. Vibrato is frequently absent and/or inappropriate.*	Improper support and breathing techniques are used throughout the piece. Vibrato is entirely absent and/or inappropriate.*
Professionalism	Student uses correct posture; is professional in their conduct; introduces her/himself clearly and professionally before the piece.	Student has minor issues with posture. Student needs a slight improvement in professionalism.	Student needs large improvement in posture. Student shows major lapses in judgment in professionalism.	Posture and attitude is unacceptable.
Diction *	Student pronounces all text properly and fully understands content and translations.	Student pronounces most text properly and partially understands content or translations.	Student pronounces some text properly but does not fully understand content or translation.	Student incorrectly pronounces majority of text and/or has no knowledge of content or translation.
Stage Presence	Student confidently connects with the audience, optimally uses performance space. Exceptionally conveys the message of the piece.*	Somewhat connects with the audience. Shows developing stage confidence. Appropriately conveys the message of the piece.*	Perceived confidence issues in presentation. Student partially conveys message of the piece.*	Does not connect with the audience. Student fails to convey message of the piece.*
Memory *	All text and musical components are flawlessly performed from memory.	A few small memory errors but piece is mostly memorized.	Some memory slips but student continues to perform without stopping.	Piece is not fully memorized and student stops or is unable to finish the piece.

* if applicable

Score: