



NEW JERSEY ALL-STATE CHORUS

STUDENT AUDITION REQUIREMENTS

THREE MP3 audio recordings

Printed below you will find the information you will need for a successful NJ All-State Chorus audition. All pre-recorded sound files for scales and the solo must be clearly heard on your MP3 audio recording. You can obtain these files on StudentFolder.info

MP3 AUDIO RECORDING NUMBER 1 – Low Scale, High Scale, Chromatic Scale

The first MP3 audio recording is SCALES and must be recorded in order – no stopping, editing or splicing. 1). Using the pre-recorded sound files, play the pitch file for the LOW SCALE on one device and record your MP3 audio recording on a second device. 2). Play the pitch file for the HIGH SCALE on one device and record your MP3 audio recording on a second device. 3). Play the pitch file for the CHROMATIC SCALE on one device and record your MP3 audio recording on a second device.

The MP3 Audio Recording of your three scales may not exceed 1:25 in length.

DISQUALIFIERS:

- You must use the NJMEA-approved sound files for your starting pitches. You may not use a piano, keyboard, pitch pipe, phone app, etc. If you do not use the NJMEA-approved sound files, your MP3 audio recording will be disqualified.
- Your scales must be MP3 audio-recorded in order – Low Scale, High Scale, Chromatic Scale. If you do not MP3 audio record your scales in order, your MP3 audio recording will be disqualified.
- Your MP3 audio recording may not be edited or spliced together in any way. If your MP3 audio recording appears to be edited or spliced, your MP3 audio recording will be disqualified.
- Your scales may not be sung on Solfege. They must be sung on the vowel “ah”. If you sing your scales on Solfege, your MP3 audio recording will be disqualified.
- Your MP3 audio recording may not exceed 1:25 minute in length. If your MP3 audio recording exceeds 1:25 minute in length, your MP3 audio recording will be disqualified.

1. *Low Scale – Diatonic

- Begin on the lower note and ascend one octave.

Take a breath, then descend back to the starting pitch.

2. *High Scale – Diatonic

- Begin on the lower note and ascend one octave.

Take a breath, then descend back to the starting pitch.

**All scales will be sung on the vowel “AH” as in father.*

	Low	High
Soprano I	E	Bb
Soprano II	C	G
Alto I	A	E
Alto II	G**	C

	Low	High
Tenor I	E	Ab
Tenor II	C***	F#
Bass I	A	E
Bass II	E**	C



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****Alto II and Bass II's –Sing your low scale descending, pause for a breath and complete your scale, ascending.**

***** Tenor II Low Scale –You have the option of beginning this scale either ascending or descending.**

3. Chromatic Scale

- The 8-step Chromatic scale is sung in half steps ascending; pause for a breath and in half steps, descending.
- The 8-step Chromatic scale is sung on the vowel “AH” as in father.

Sopranos and Tenors	F to C	Altos and Bases	C to G
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*****Judging for low & high scales is based on one score for *quality* and one for *intonation*.*****

***** Judging for the chromatic scale is based on one score for *intonation*.*****

MP3 AUDIO RECORDING NUMBER 2 – The Solo

***Solo – “Shenandoah”**

Play the NJMEA-approved sound file for the starting pitch for your voice part for the solo **Shenandoah** and MP3 audio record your solo. **Your MP3 audio recording may not exceed 1:25 in length.**

Judging for the Solo is based on Quality, Intonation and Musicianship.

MP3 AUDIO RECORDING NUMBER 3 – The Silver Swan

***Quintet – “The Silver Swan” by Orlando Gibbons – the first 14 measures**

- Play the NJMEA-approved sound file for The Silver Swan minus your voice part.
- The recording will sound the tonic pitch of Gb, will pause briefly to enable you to establish your starting pitch, and will begin by saying “3, 4, Sing...”
- MP3 audio record The Silver Swan.
- **Your MP3 audio recording may not exceed 1:25 in length.**

DISQUALIFIER:

- You must sing The Silver Swan minus your voice part. Do not sing along with the “all Voices” track.

**Judging for the Quintet is based on Quality, Intonation and Musicianship.*

The point scores are as follows:

- 1-2 Highly Superior
- 3-4 Excellent
- 5-6 Good
- 7-8 Fair
- 9 Poor

NEW JERSEY ALL-STATE CHORUS

SHENANDOAH

SI/TI



Shen-an- doah, I long to hear you, Way hey, you roll-ing ri- ver! Oh,

5 Shen-an- doah, I long to hear you, Way hey, we're bound a -

8 way, 'cross the wide Mis - sour - i.

SII/TII




Shen-an doah, I long to hear you, Way hey, you roll-ing ri ver! Oh,

5 Shen-an doah, I long to hear you, Way hey, we're bound a -

8 way, 'cross the wide Mis - sour - i.

AI



Shen-an doah, I long to hear you, Way hey, you roll-ing ri ver! Oh,

5 Shen-an- doah, I long to hear you, Way hey, we're bound a -

8 way, 'cross the wide Mis - sour - i.

NEW JERSEY ALL-STATE CHORUS

SHENANDOAH

All



Shen-an doah, I long to hear you, Way hey, you roll-ing ri ver! Oh,
 5 Shen-an doah, I long to hear you, Way hey, we're bound a -
 8 way, 'cross the wide Mis - sour - i.

BI



Shen-an doah, I long to hear you, Way hey, you roll-ing ri ver! Oh,
 5 Shen-an doah, I long to hear you, Way hey, we're bound a -
 8 way, 'cross the wide Mis - sour - i.

BII



Shen-an doah, I long to hear you, Way hey, you roll-ing ri ver! Oh,
 5 Shen-an doah, I long to hear you, Way hey, we're bound a -
 8 way, 'cross the wide Mis - sour - i.

The Silver Swan (Madrigal for SSATB)

ORLANDO GIBBONS (1583-1625)

Ed. by Norman Greyson

Slowly and expressively

mp

Soprano I The sil-ver swan who, liv-ing, had no

Soprano II The sil-ver swan who, liv-ing, had no note,

Alto The sil-ver swan who, liv-ing, had no

Tenor The sil-ver swan who, liv-ing, had no

Bass The sil-ver swan who, liv-ing, had no

mp

Piano *For rehearsal only*

Slowly and expressively

NOTE: This key lies well under the hand. Be doubly careful of the C \flat which is the same as B \sharp .

note, When death ap-proached, un-

When death ap-proached, un-locked her

note, When death ap-proached, un-

note, When death ap-proached, un-

note, When death ap-proached, un-locked her

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locked her si - lent throat, ⁽¹⁾

si - lent throat, *p sweetly* Lean - ing her *p sweetly*

locked her si - lent throat, Lean -

locked her si - lent throat *p* a -

si - lent, si - lent throat, *p sweetly* Lean - ing her ⁽¹⁾

p sweetly Lean - ing her breast a -

breast a - gainst the reed - y

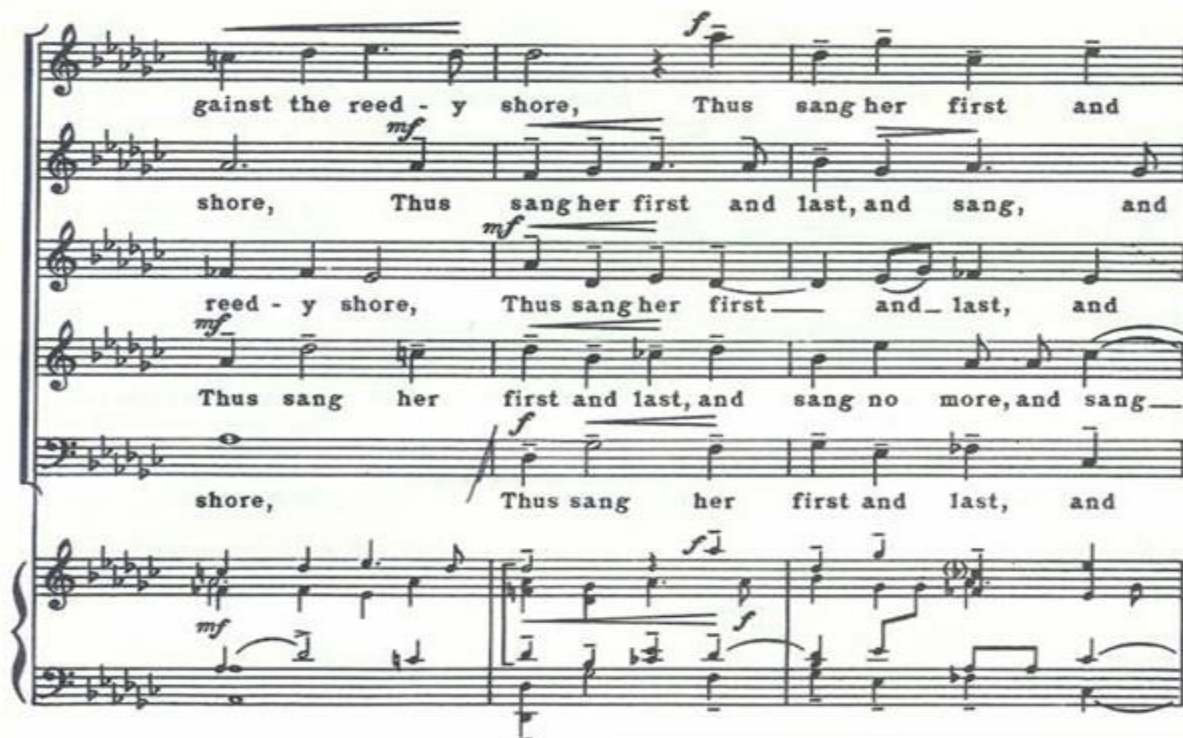
- ing her breast a - gainst the -

gainst the reed - y shore, *p*


breast a - gainst the reed - y

NEW JERSEY ALL-STATE CHORUS

5



gainst the reed - y shore, Thus sang her first and
 shore, Thus sang her first and last, and sang, and
 reed - y shore, Thus sang her first and last, and
 Thus sang her first and last, and sang no more, and sang
 shore, Thus sang her first and last, and



last, and sang no more.
 sang no more.
 sang no more.
 no more.
 sang no more.
 sang no more.



NEW JERSEY ALL-STATE CHORUS

STUDENT ACCEPTANCE INTO THE NJ ALL-STATE MIXED CHORUS OR TREBLE CHORUS

- Students who accept membership into the All-State Mixed Chorus can accept membership into the All-State Orchestra, Jazz Ensemble or Jazz Chorus.
- Students who accept membership into the All-State Mixed Chorus can accept membership into the All-State Wind Ensemble or Symphonic Band as membership in this ensemble would not conflict with rehearsal schedules.
- Students who accept membership into the All-State Mixed or Treble Chorus and do not fulfill their MP3 AUDIO RECORDING submission rehearsal & performance obligations will not be permitted to audition the following year.
- Students who accept membership into the All-State Treble Chorus cannot accept membership into the All-State Wind Ensemble or Symphonic Band as both rehearsal and performance schedules are in conflict. Students can accept membership into All-State Orchestra.

Fees:

- There is a \$25.00 application fee per student. DIRECTORS make one check payable to NJMEA. (Parent/Guardian checks are not accepted as a form of payment).
- Acceptance fee for virtual participation in the Mixed Chorus is \$80. The Treble Chorus Acceptance fee is \$100.

MIXED CHORUS (REHEARSALS AND PERFORMANCE <u>FULLY VIRTUAL</u>)	TREBLE CHORUS (HYBRID REHEARSALS, <u>LIVE PERFORMANCE</u>)
Rehearsal - Wednesday, October 20, 6:00 - 8:30 PM	Sat. October 30, 2021, 10-12 p Virtual Rehearsal
Rehearsal - Saturday, October 30, 2:00 - 4:30 PM	Sat. November 13, 2021, 10-12 p Virtual Rehearsal
Rehearsal - Monday, November 8, 6:00 - 8:30 PM	Sat. December 18, 2021, 10-12 p Virtual Rehearsal
Rehearsal - Wednesday, November 17, 6 - 8:30 PM	Sun. Feb. 13, 2022, 1-5:00 p Rutgers-Voorhees Chapel
	Fri. Feb. 25, 2022, 9-1 p Rutgers-Voorhees Chapel
	Sat. February 26, 2022,
<u>STUDENT RECORDINGS DUE</u>	Rehearsal and <u>Live performance at NJPAC</u>
Sunday, November 21, 12:00 PM	Call time 10:00a. Performance time 3:00 p.

Please do not submit an MP3 AUDIO RECORDING audition if you are unable to commit to the rehearsal and concert dates.

Thank you!



NEW JERSEY ALL-STATE CHORUS

NJ All-State Chorus Auditions - Scoring Rubric

- All scores should be given with as much objectivity as possible
- Quality should not necessarily impact intonation or vice versa. Please score each category based on that category alone.
- 1's should be given out sparingly and should be reserved for the BEST audition.
- 9's should be given out sparingly and should be reserved for the WORST audition.

LOW SCALE, HIGH SCALE

	1-2 Highly Superior	3-4 Excellent	5-6 Good	7-8 Fair	9 Poor
Quality	Scale is sung with impeccable beauty and exceptional tone quality on an "ah" vowel	Scale is sung beautifully, demonstrating a well-supported, healthy, and appropriate sound on an "ah" vowel	Scale is sung pleasantly, above average tone quality on an "ah" vowel	Scale is sung with below average tone quality OR neglects to use an "ah" vowel	Scale demonstrates poor singing technique OR neglects to use an "ah" vowel
Intonation	Scale is impeccably in tune, ascending and descending.	Scale is in tune almost all of the time, ascending and descending.	Scale is in tune most of the time, with a few notes that may be a little sharp or flat	Scale is in tune some of the time, with most notes being slightly sharp or flat OR student begins on the wrong note	Scale is never or almost never in tune, OR student begins on the wrong note

CHROMATIC SCALE

	1-2 Highly Superior	3-4 Excellent	5-6 Good	7-8 Fair	9 Poor
Intonation	Scale is impeccably in tune, ascending and descending.	Scale is in tune almost all of the time, ascending and descending.	Scale is in tune most of the time, with a few notes that may be a little sharp or flat	Scale is in tune some of the time, with most notes being slightly sharp or flat, OR student begins on the wrong note	Scale is never or almost never in tune, OR student begins on the wrong note

WHAT IF (SCALES):

A student starts a scale on the wrong pitch?

- Quality as judged; Intonation score falls between 6 and 9 at judge's discretion.

A student starts the scale in the wrong direction?

- Quality as judged; Intonation score falls between 6 and 9 at judge's discretion.

A student sings the scale on solfege OR a syllable other than "Ah?"

- Quality score deduction (6 to 9) at judge's discretion, Intonation as judged

SOLO

	1-2 Highly Superior	3-4 Excellent	5-6 Good	7-8 Fair	9 Poor
Quality	Solo is performed with vibrant, resonant and well-supported, highly superior tone quality	Solo is performed with excellent tone quality	Solo is performed with above average tone quality	Solo is performed with below average tone quality	Solo is performed with poor tone quality
Intonation	Solo is impeccably in tune in relation to the starting pitch.	Solo is in tune almost all of the time in relation to the starting pitch	Solo is in tune most of the time in relation to the starting pitch	Solo is in tune only some of the time in relation to the starting pitch	Solo is seldom in tune and demonstrates pervasive intonation issues (i.e., failing to stay in one key)
Musicianship	Solo is performed expressively, with highly superior diction, phrasing, dynamics, and artistry.	Solo is performed expressively, with excellent diction, phrasing, dynamics, and artistry.	Solo is performed with above average diction, phrasing, dynamics, and artistry.	Solo is performed somewhat expressively, with below average diction, phrasing, dynamics and artistry.	Solo is performed with poor diction, phrasing, dynamics and no evidence of artistry.



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WHAT IF (SOLO):

A student starts the solo on the wrong pitch?

- Quality as judged; Intonation score between 6-9 at the judge's discretion; Musicianship as judged

A student sings the wrong words in the solo?

- Quality as judged; Intonation as judged; Musicianship deduction based on the severity of the error

A student sings the solo with a few changes in the pitches?

- Quality as judged; Intonation treated as if those notes are sharp/flat; Musicianship at the judge's discretion

A student sings the correct melody, but with discrepancies in rhythm?

- Quality as judged, Intonation as judged, Musicianship points deduction based on severity of the error.

QUINTET-THE SILVER SWAN

	1-2 Highly Superior	3-4 Excellent	5-6 Good	7-8 Fair	9 Poor
Quality	Quintet is performed with vibrant, resonant, well supported and highly superior tone quality	Quintet is performed with excellent tone quality	Quintet is performed with above-average tone quality	Quintet is performed with below average tone quality	Quintet is performed with a poor tone quality
Intonation	Quintet is performed impeccably in tune with the recording	Quintet is performed in tune with the recording almost all of the time	Quintet is performed in tune with the recording most of the time	Quintet is performed in tune with the recording only some of the time.	Quintet is performed with little in tune with the recording
Musicianship	Quintet is performed expressively, with highly superior diction, phrasing, dynamics, and artistry.	Quintet is performed expressively, with excellent diction, phrasing, dynamics, and artistry.	Quintet is performed expressively, with above average diction, phrasing, dynamics, and artistry.	Quintet is performed with below average diction, phrasing, dynamics, and artistry.	Quintet is performed with very poor diction, phrasing, dynamics, and no evidence of artistry.

WHAT IF (THE SILVER SWAN):

- The student sings all correct pitches in *The Silver Swan*, but is ahead or behind the recording?
 - Quality and Intonation as judged; musicianship scored at the judge's discretion
- The student stops singing in the middle of the recording?
 - Judge the performance holistically: what percentage of the remainder of the song was inaccurate or incomplete? Musicianship scored at the judge's discretion depending on the severity of the error.
- The student begins on the wrong pitch?
 - Intonation or musicianship deduction depending on the severity of the error. Quality as judged.