

FVHS 2019-20 BAND PLACEMENT MATERIALS

In 2019-20, we plan to have three band classes in the fall semester - Concert Band, Symphonic Band and Wind Ensemble. The bands will probably start the year at these MPA music levels:

Concert Band - Grade 2+ / 3
Symphonic Band - Grade 4
Wind Ensemble - Grade 5+ / 6

Bands often make faster progress when the players are at about the same playing level. My goal is to match each student with the band closest to his or her playing level. To make the best match, we will have an audition for band placement this spring. We will not turn students away because of the audition. The audition is to match students to the appropriate band and to get to know each student better.

If you are currently in a band at FVHS, you only need to audition if you want to move up to a higher group. For example, if you were in Concert Band in fall 2018 and want to move to Symphonic Band or Wind Ensemble next year, you must audition. If you were in Symphonic Band in fall 2018 and want to move to Wind Ensemble next year, you must audition.

If you are an 8th grader, an audition is not required UNLESS you want to try to be in the Wind Ensemble, our top concert ensemble. If you want to be in Concert Band or Symphonic Band, you do not have to audition. If you are a middle schooler and you do not audition, I will contact your middle school band director and ask for their recommendation for placement into either Concert Band or Symphonic Band. It's a good thing to audition no matter what as it lets me get to know you better as a musician.

It doesn't matter what band class number you sign up for when you register for classes. I will work with FVHS guidance to place you in the an appropriate band class. All you need to do is sign up for band class. We'll take care of the rest.

Here are some common questions about auditioning

If I am currently an 8th grader, can I be in the Wind Ensemble if I don't perform the placement music?

- No. Placement in the Wind Ensemble is **by audition only** for rising freshmen.

What music do I play for my audition?

- Find the music for your instrument in this packet. If you play bari sax, play the alto sax music. If you play euphonium, use the trombone music if you read bass clef or the trumpet music if you read treble clef.
- Prepare the solo and all scales.

Does this recording have anything to do with being in the Marching Bengals?

- No. Membership in the Marching Bengals is open to anyone who is enrolled in a band class at FVHS. We have members of all band classes in our Marching Band.

If I am a current 9th-11th grader, is this performance graded?

- No.

If I am a current 8th grader, should I work on the audition materials even if I'm not quite ready for Wind Ensemble?

- Sure. Challenging yourself with harder music will help you improve...**IF** you are attentive to details and goal-oriented while you practice.

Audition Instructions:

- **If you are an 8th grader**, record your best performance of the audition etude to a digital audio file (.mp3 format only) or online video/audio file (such as a YouTube video). You must provide your own recording device and upload on your own.
- If you record video and upload it to YouTube or other online video service, email the URL of the video to me at mfedwards@wcpss.net. Make online videos private so that only you and I can watch it.
- You can also upload audio or video to a cloud-based service like Dropbox or Google Drive. Make the file(s) available to share, then email me the link to the shared file(s).
- Do NOT send a video file to me via email. The WCPSS email system will probably reject your email because the attachment is too large and I will not receive your audition. Instead, upload the video to YouTube, Google Drive or Dropbox and share the [link](#) to the file with me.
- Submit the recording to Mr. Edwards by **Wednesday, April 24**. You may turn it in sooner.

Recording instructions:

- Any type of recorder will do – use anything from a computer to a digital audio recorder with a built-in microphone to a video camera.
- Before you begin to play, state your name, instrument and current grade level.
- Only one performer per video, please.
- You may take as many tries as you like to record your best performance. If you make mistakes, just start over at the beginning. Send me only the final version.
- If you upload a YouTube/video recording or audio files to Google Drive/Dropbox, be sure you've given me permission to view them.
- Play the solo no faster than the assigned tempo. Students may choose to play the solo slower than the assigned tempo if that's necessary to play the music accurately.
- Saxes and clarinets should use chromatic fingerings where appropriate.
- Recording is on the 'honor system'. The person on the recording should be you. You may record from start to finish without stopping. If I hear or suspect that you did not follow these guidelines I will return your recording and require you to audition for me in person.

Placement:

- How you perform this music will be the main factor in determining band placement for next year. If you are a current FVHS band member, I also consider your work on written and playing quizzes so far this year. I also consider your daily effort level and ability to follow our band rules. If you are an 8th grader, I will also ask your band director about your your day-to-day work in their band room.
- All students will be ranked according to the quality of their performance, regardless of grade level. The best flute performer will start the year as 1st chair in the Wind Ensemble. The next best flute performer will be 2nd chair and so on. Once we reach the cut-off for each section in the Wind Ensemble (see below), players earn 1st chair, 2nd chair, etc. in the Symphonic Band.
- Because rising freshmen and transfer students may audition for our ensembles, band placements and scheduling are not final until the summer.
- If you're not placed in the Wind Ensemble, don't be discouraged. You're competing with 10th, 11th and 12th graders, so placement is very competitive!

When are the recordings due?

Wednesday, April 24th.

Can I record on a digital recorder and give you the digital recorder?

No. Upload the audio file to a cloud file service like Dropbox or Google Drive and share the link to the file with me.

For current high school band members, does this affect who you consider for student leadership positions?

A little, but not much. Leaders separate themselves from the crowd by how they handle themselves every day. They look for ways to serve the group and make themselves better all the time. They don't wait for a special occasion. I've never listened to a Wind Ensemble audition recording and said, "Wow, I didn't think that person was a leader, but **now** they are!". Those leaders showed themselves well before and well after the Wind Ensemble auditions.

Having said all that, this is a chance for you to show me your best playing and to challenge yourself. Those **are** important things if you aspire to leadership. They aren't enough by themselves by themselves, though.

How do I contact you if I have questions?

Start by re-reading this document. Most basic questions are answered here. If you can't find an answer to your question in this letter, contact me at mfedwards@wcpss.net or 919-557-2511 extension 28352.

Oboe 2019-2020 FVHS Band Audition Materials

Maestoso ♩ = 100

f *p* *f*

4

p *mp* *f*

9

p *mf* *sub.f*

14

sfz *f* *p*

17

rit.

f

2019-2020 FVHS Band Audition Materials

Clarinet in B \flat

Maestoso $\text{♩} = 100$

Musical staff 1, measures 1-4. The key signature is one sharp (F#) and the time signature is common time (C). The piece is marked *Maestoso* with a tempo of $\text{♩} = 100$. The first measure starts with a dynamic of *f*. The second measure has a dynamic of *p*. The third measure has a dynamic of *f*. The fourth measure has a dynamic of *f*.

Musical staff 2, measures 5-8. The key signature is one sharp (F#) and the time signature is common time (C). The piece is marked *Maestoso* with a tempo of $\text{♩} = 100$. The fifth measure has a dynamic of *p*. The sixth measure has a dynamic of *mp*. The seventh measure has a dynamic of *f*. The eighth measure has a dynamic of *f*.

Musical staff 3, measures 9-13. The key signature is one sharp (F#) and the time signature is common time (C). The piece is marked *Maestoso* with a tempo of $\text{♩} = 100$. The ninth measure has a dynamic of *p*. The tenth measure has a dynamic of *mf*. The eleventh measure has a dynamic of *sub.f*. The twelfth measure has a dynamic of *sub.f*. The thirteenth measure has a dynamic of *sub.f*.

Musical staff 4, measures 14-16. The key signature is one sharp (F#) and the time signature is common time (C). The piece is marked *Maestoso* with a tempo of $\text{♩} = 100$. The fourteenth measure has a dynamic of *sfz*. The fifteenth measure has a dynamic of *f*. The sixteenth measure has a dynamic of *p* and features two triplet markings (*3*).

Musical staff 5, measures 17-19. The key signature is one sharp (F#) and the time signature is common time (C). The piece is marked *Maestoso* with a tempo of $\text{♩} = 100$. The seventeenth measure has a dynamic of *f*. The eighteenth measure has a dynamic of *f* and is marked *rit.* with a dashed line. The nineteenth measure has a dynamic of *f* and ends with a double bar line.

Bassoon 2019-2020 FVHS Band Audition Materials

Maestoso ♩ = 100

Staff 1: Bassoon part, measures 1-3. Dynamics: *f*, *p*, *f*.

4

Staff 2: Bassoon part, measures 4-6. Dynamics: *p*, *mp*, *f*.

9

Staff 3: Bassoon part, measures 7-9. Dynamics: *p*, *mf*, *sub.f*.

14

Staff 4: Bassoon part, measures 10-12. Dynamics: *sfz*, *f*, *p*. Includes triplets.

17

rit.

Staff 5: Bassoon part, measures 13-15. Dynamics: *f*. Includes a ritardando marking.

Alto/Tenor Sax

2019-2020 FVHS Band Audition Materials

Maestoso ♩ = 100

1 *f* *p* *f*

5 *p* *mp* *f*

9 *p* *mf* *sub.f*

14 *sfz* *f* *p* 3 3

17 *f* rit.

Trumpet/Horn

2019-2020 FVHS Band Audition Materials

Maestoso ♩ = 100

Musical staff 1: Treble clef, key signature of two sharps (F# and C#), common time. Measures 1-4. Dynamics: *f*, *p*, *f*. Includes accents and slurs.

5

Musical staff 2: Treble clef, key signature of two sharps. Measures 5-8. Dynamics: *p*, *mp*, *f*. Includes accents and slurs.

10

Musical staff 3: Treble clef, key signature of two sharps. Measures 9-13. Dynamics: *p*, *mf*, *sub.f*. Includes accents and slurs.

14

Musical staff 4: Treble clef, key signature of two sharps. Measures 14-16. Dynamics: *sfz*, *f*, *p*. Includes accents, slurs, and triplets.

17

rit.

Musical staff 5: Treble clef, key signature of two sharps. Measures 17-19. Dynamics: *f*. Includes accents and slurs.

upper note optional

Trombone 2019-2020 FVHS Band Audition Materials

Maestoso ♩ = 100

1 *f* *p* *f*

5 *p* *mp* *f*

10 *p* *mf* *sub.f*

14 *sfz* *f* *p* 3 3

17 *f* rit. (♭) upper note optional

Tuba 2019-2020 FVHS Band Audition Materials

Maestoso ♩ = 100

Musical staff 1: Bass clef, common time. Measures 1-5. Dynamics: *f*, *p*, *f*.

4

Musical staff 2: Bass clef, common time. Measures 6-10. Dynamics: *p*, *mp*, *f*.

9

Musical staff 3: Bass clef, common time. Measures 11-15. Dynamics: *p*, *mf*, *sub.f*.

14

Musical staff 4: Bass clef, common time. Measures 16-18. Dynamics: *sfz*, *f*, *p*. Includes triplets in measures 17 and 18.

17

Musical staff 5: Bass clef, common time. Measures 19-22. Dynamics: *f*. Includes *rit.* and *upper note optional*.

Percussion 2019-2020 FVHS Band Audition Materials

Maestoso ♩ = 100

Musical staff 1: Percussion part, measures 1-4. The staff is in common time (C). It begins with a dynamic of *p* (piano) and a crescendo to *f* (forte) in the first measure. The second measure has a dynamic of *p* (piano) with an accent (>) on the first note. The third measure has a dynamic of *f* (forte). The fourth measure has a dynamic of *f* (forte).

4

Musical staff 2: Percussion part, measures 5-8. The staff continues from measure 4. It features a dynamic of *mp* (mezzo-piano) in the eighth measure. There are accents (>) on the first notes of measures 5, 6, and 8.

8

Musical staff 3: Percussion part, measures 9-12. The staff continues from measure 8. It features a dynamic of *f* (forte) in the ninth measure and a dynamic of *mf* (mezzo-forte) in the twelfth measure. There are accents (>) on the first notes of measures 9, 10, 11, and 12.

12

Musical staff 4: Percussion part, measures 13-16. The staff continues from measure 12. It features a dynamic of *sub.f* (sub-forte) in the thirteenth measure, followed by a dynamic of *f* (forte) in the fourteenth measure, a dynamic of *p* (piano) in the fifteenth measure, and a dynamic of *f* (forte) in the sixteenth measure. There are accents (>) on the first notes of measures 13, 14, 15, and 16.

16

rit.

Musical staff 5: Percussion part, measures 17-20. The staff continues from measure 16. It features a dynamic of *p* (piano) in the seventeenth measure, a dynamic of *f* (forte) in the eighteenth measure, and a dynamic of *f* (forte) in the nineteenth measure. There are accents (>) on the first notes of measures 17, 18, and 19. The piece ends with a double bar line in the twentieth measure.

