

ALL-STATE PIANO AUDITIONS

Student Eligibility

Participation is extended to students in grades 9-12. Each district may send as many pianists that would like this opportunity. Students MUST be a member of one of their school ensembles - either as a pianist, vocalist or instrumentalist. The director of their ensemble MUST have an active NAFME membership.

Audition Process

All students must submit a video of the following requirements. Live auditions will not be considered due to the timing. Please fill out the [Google Form](#) and submit your video there.

Please mail a payment of \$30 payable to MMEA for your student's audition. This will not be done through Avenir nor will a principal form be generated. Please mail to:

*Michael Lapomardo
Shrewsbury High School
75 Cypress Avenue
Shrewsbury, MA 01545*

Audition Materials

Students are expected to learn the excerpt listed below. Students will also be expected to perform one (2) major scales and one chromatic scale (download the Jazz Piano scale sheet from the [scale website](#))

Complete List of Required Repertoire

Solo Piece: Pocket By Sally Lamb McCune

Play from measure 33-90

Quarter note = 100

Scales - Bb Major, E Major, and chromatic

Important: When recording your audio audition, please play the solo repertoire first, followed by the required scales. This should be one continuous track. Also, the camera should include a view of the student's hands at all times while playing. The view need not be a closeup, but should be taken from the side or at a slight angle.

Please save your video file as "Last Name_First Name_School code". This file needs to be uploaded to the [Google Form](#).

The video must be submitted no later than Friday, February 2, 2024.

If you have any questions, please contact Michael Lapomardo (mlapomardo@shrewsbury.k12.ma.us). Please keep in mind that all communication should go through the music teacher and audition coordinator.

ALL-STATE PIANO AUDITIONS

Judging Process

All applications will be scored with complete anonymity. Therefore, please do **NOT** include any personal information (student name, school, age, etc.) within the video recording. The video file will be renamed before giving it to the judge. Auditions will be scored based on the following criteria:

piano

Solo

Tempo	Rhythmic Accuracy	Melodic Accuracy	Musicianship																																																					
<i>The student's tempo;</i>	<i>The student's performs;</i>	<i>The student's performs;</i>	<i>The student _</i>																																																					
<table border="1"> <tr> <td><input type="radio"/> 9</td> <td><input type="radio"/> 10</td> <td>is accurate and consistent with the printed tempo markings.</td> </tr> <tr> <td><input type="radio"/> 7</td> <td><input type="radio"/> 8</td> <td>approaches the printed tempo markings yet the performed tempo does not detract significantly from the performance.</td> </tr> <tr> <td><input type="radio"/> 5</td> <td><input type="radio"/> 6</td> <td>is different from the printed tempo resulting in an inappropriate tempo for the selection, yet is consistent.</td> </tr> <tr> <td><input type="radio"/> 3</td> <td><input type="radio"/> 4</td> <td>is inconsistent, (i.e. rushing, dragging, inaccurate tempo changes).</td> </tr> <tr> <td><input type="radio"/> 2</td> <td></td> <td>is NOT accurate or consistent.</td> </tr> </table>	<input type="radio"/> 9	<input type="radio"/> 10	is accurate and consistent with the printed tempo markings.	<input type="radio"/> 7	<input type="radio"/> 8	approaches the printed tempo markings yet the performed tempo does not detract significantly from the performance.	<input type="radio"/> 5	<input type="radio"/> 6	is different from the printed tempo resulting in an inappropriate tempo for the selection, yet is consistent.	<input type="radio"/> 3	<input type="radio"/> 4	is inconsistent, (i.e. rushing, dragging, inaccurate tempo changes).	<input type="radio"/> 2		is NOT accurate or consistent.	<table border="1"> <tr> <td><input type="radio"/> 9</td> <td><input type="radio"/> 10</td> <td>accurate rhythms throughout.</td> </tr> <tr> <td><input type="radio"/> 7</td> <td><input type="radio"/> 8</td> <td>nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.</td> </tr> <tr> <td><input type="radio"/> 5</td> <td><input type="radio"/> 6</td> <td>many rhythmic patterns accurately but some lack precision (approximation of rhythm patterns used).</td> </tr> <tr> <td><input type="radio"/> 3</td> <td><input type="radio"/> 4</td> <td>many rhythmic patterns incorrectly or inconsistently.</td> </tr> <tr> <td><input type="radio"/> 2</td> <td></td> <td>the majority of rhythms incorrectly.</td> </tr> </table>	<input type="radio"/> 9	<input type="radio"/> 10	accurate rhythms throughout.	<input type="radio"/> 7	<input type="radio"/> 8	nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.	<input type="radio"/> 5	<input type="radio"/> 6	many rhythmic patterns accurately but some lack precision (approximation of rhythm patterns used).	<input type="radio"/> 3	<input type="radio"/> 4	many rhythmic patterns incorrectly or inconsistently.	<input type="radio"/> 2		the majority of rhythms incorrectly.	<table border="1"> <tr> <td><input type="radio"/> 9</td> <td><input type="radio"/> 10</td> <td>all pitches/notes accurately.</td> </tr> <tr> <td><input type="radio"/> 7</td> <td><input type="radio"/> 8</td> <td>most pitches/notes accurately.</td> </tr> <tr> <td><input type="radio"/> 5</td> <td><input type="radio"/> 6</td> <td>the majority of pitches/notes accurately; however has some difficulty with melodic precision.</td> </tr> <tr> <td><input type="radio"/> 3</td> <td><input type="radio"/> 4</td> <td>is inconsistent, (i.e. rushing, dragging, inaccurate tempo changes).</td> </tr> <tr> <td><input type="radio"/> 2</td> <td></td> <td>is not accurate or consistent.</td> </tr> </table>	<input type="radio"/> 9	<input type="radio"/> 10	all pitches/notes accurately.	<input type="radio"/> 7	<input type="radio"/> 8	most pitches/notes accurately.	<input type="radio"/> 5	<input type="radio"/> 6	the majority of pitches/notes accurately; however has some difficulty with melodic precision.	<input type="radio"/> 3	<input type="radio"/> 4	is inconsistent, (i.e. rushing, dragging, inaccurate tempo changes).	<input type="radio"/> 2		is not accurate or consistent.	<table border="1"> <tr> <td><input type="text"/></td> <td>demonstrates control of the musical time/pulse appropriate for the style of music. (i.e. use of steady beat, and/or use of rubato, ritardando, stringendo)</td> </tr> <tr> <td><input type="text"/></td> <td>demonstrates dynamic contrast notated by the composer.</td> </tr> <tr> <td><input type="text"/></td> <td>demonstrates the ability to shape and contour the rhythmic line; dynamic nuance not notated by composer.</td> </tr> <tr> <td><input type="text"/></td> <td>demonstrates a high level of understanding through appropriate expressiveness, intensity, and dramatic presentation of the literature.</td> </tr> </table>	<input type="text"/>	demonstrates control of the musical time/pulse appropriate for the style of music. (i.e. use of steady beat, and/or use of rubato, ritardando, stringendo)	<input type="text"/>	demonstrates dynamic contrast notated by the composer.	<input type="text"/>	demonstrates the ability to shape and contour the rhythmic line; dynamic nuance not notated by composer.	<input type="text"/>	demonstrates a high level of understanding through appropriate expressiveness, intensity, and dramatic presentation of the literature.
<input type="radio"/> 9	<input type="radio"/> 10	is accurate and consistent with the printed tempo markings.																																																						
<input type="radio"/> 7	<input type="radio"/> 8	approaches the printed tempo markings yet the performed tempo does not detract significantly from the performance.																																																						
<input type="radio"/> 5	<input type="radio"/> 6	is different from the printed tempo resulting in an inappropriate tempo for the selection, yet is consistent.																																																						
<input type="radio"/> 3	<input type="radio"/> 4	is inconsistent, (i.e. rushing, dragging, inaccurate tempo changes).																																																						
<input type="radio"/> 2		is NOT accurate or consistent.																																																						
<input type="radio"/> 9	<input type="radio"/> 10	accurate rhythms throughout.																																																						
<input type="radio"/> 7	<input type="radio"/> 8	nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.																																																						
<input type="radio"/> 5	<input type="radio"/> 6	many rhythmic patterns accurately but some lack precision (approximation of rhythm patterns used).																																																						
<input type="radio"/> 3	<input type="radio"/> 4	many rhythmic patterns incorrectly or inconsistently.																																																						
<input type="radio"/> 2		the majority of rhythms incorrectly.																																																						
<input type="radio"/> 9	<input type="radio"/> 10	all pitches/notes accurately.																																																						
<input type="radio"/> 7	<input type="radio"/> 8	most pitches/notes accurately.																																																						
<input type="radio"/> 5	<input type="radio"/> 6	the majority of pitches/notes accurately; however has some difficulty with melodic precision.																																																						
<input type="radio"/> 3	<input type="radio"/> 4	is inconsistent, (i.e. rushing, dragging, inaccurate tempo changes).																																																						
<input type="radio"/> 2		is not accurate or consistent.																																																						
<input type="text"/>	demonstrates control of the musical time/pulse appropriate for the style of music. (i.e. use of steady beat, and/or use of rubato, ritardando, stringendo)																																																							
<input type="text"/>	demonstrates dynamic contrast notated by the composer.																																																							
<input type="text"/>	demonstrates the ability to shape and contour the rhythmic line; dynamic nuance not notated by composer.																																																							
<input type="text"/>	demonstrates a high level of understanding through appropriate expressiveness, intensity, and dramatic presentation of the literature.																																																							

Scales

Scales

Adjudicator should fill in the names of the required scales for assessment in the spaces provided. Check the box in the column that best describes the student's performance (one box per scale.)

Major	Major	Chromatic	
<input type="text"/>	<input type="text"/>		
<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	all accurate pitches.
<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	mostly accurate pitches.
<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	some accurate pitches.
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	few accurate pitches.
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	no accurate pitches.

Overall Scale Technique

The student played all scales;

<input type="text"/>	the required range for the instrument.
<input type="text"/>	all scales have a consistent pulse at the required tempo.
<input type="text"/>	scales have the appropriate rhythmic pattern as required.
<input type="text"/>	strikes the proper area on the instrument allowing for the most effective tone quality.