

# Canyon High School Band Auditions 2017 - 2018

Instrument: TUBA

1. All students with band experience and director approval may be a part of the award winning Canyon High School Band!!
2. Auditions for Brass and Woodwinds are: **Monday, May 1<sup>st</sup> at Canyon HS Band Hall**
3. Auditions for Percussion will take place during student band classes on 5/1 - 5/4.
4. All students wishing to participate in band are required to complete an audition.
5. Auditions determine which class period band students are placed in for the fall. Failure to audition for band will prevent placement into the band program.
6. All students in the band program are in marching band *and* concert band. Marching Band is a "zero" hour course and meets before or after school for the first 10 weeks of school only. Concert Band is the band class period that meets throughout the year.
7. There are expected to be (5) ensembles in which students may be assigned:
  - i. Wind Ensemble
  - ii. Symphonic Winds
  - iii. Symphonic Band
  - iv. Freshmen Honor Band
  - v. Concert Band
8. Ensemble placement may potentially change at the semester. This could require a schedule change (typically minor). This is particularly true for all percussion and some freshmen band students.
9. Students will be placed into three levels of marching band based on these auditions, marching ability/physical coordination, and attendance:
  - i. Varsity - Perform at all games, all contests, and all pep rallies and parades. Note: Additional letter jacket points are earned for Varsity placement.
  - ii. J.V. - Potential varsity promotion. Perform at games (limited half-time performances), limited contest participation, perform at all pep rallies and parades.
  - iii. Cadet - Perform at games (limited half-time performances), no contest events, perform at all pep rallies and parades.
10. Students that choose to participate in other *school sponsored UIL competitive activities* in addition to band during the fall semester (August - October) may be placed into "Cadet" marching band to facilitate the participation in multiple activities. Examples of this include: Football, Volleyball, Varsity Cross Country, Varsity Tennis, Varsity Swim. If you have specific questions about how band might work with another activity, please speak to a director.
11. If you would like to be considered for a J.V. or Varsity level marching band position, you must be able to commit to all rehearsals and events.
12. Interested in *Jazz Band*?? If you play Trumpet, Trombone, Saxophone, or a rhythm section instrument (piano, guitar, bass, or drums) you may audition for jazz band. Band audition placement will determine your jazz band placement. You must be concurrently enrolled in a traditional band class to participate in jazz band.
13. Interested in *Color Guard*?? Color Guard auditions happen in early-mid May. Listen for announcements regarding this. You can participate in band and color guard. Please speak to a director about this if you're interested.
14. Interested in *Applied Music or Music Theory AP*?? These are two advanced courses that you could take in addition to your standard band placement. Please speak to a director about how this might fit into your musical goals.

[www.canyonband.org](http://www.canyonband.org)

## HOW TO PREPARE THE CHS BAND AUDITION MUSIC

### **Brass and Woodwinds:**

1. **Scales:** Everyone will be asked to play 3 – 4 of the scales on the scale sheet. Prepare these to showcase your best skills. If you can play the full range printed, please do so! If you can only play one octave, then do that. Do what sounds best. Good tone is the priority. If they are accurate with a good sound slowly, then speed them up.
2. **Excerpts:** There are (3) excerpts. You should prepare what best showcases your skills.
  - a. The minimum audition requirement is the first excerpt only in addition to the scales. This would qualify a student for a “Cadet” marching band position and an intermediate level concert ensemble.
  - b. If you are in grades 9 – 12 and wish to be considered for a “Varsity” or “JV” Marching Band position and an advanced level concert ensemble, then you should prepare at minimum the first two excerpts in addition to the scales.
  - c. Students that prepare all three excerpts successfully in addition to the scales will likely be ranked the highest in the auditions.
  - d. Again, prepare what best showcases your skills and interest level in band.
3. **Sight-Reading:** There will be a very short sight-reading excerpt.

### **Percussion:**

These auditions will determine your band class placement for next year.

1. **Selections 1 – 3:** (Two mallet exercises and one snare exercise)
  - a. Prepare at noted tempo markings.
2. **Sight-Reading:** There will be a short snare sight-reading excerpt.
3. **Drumline:** A separate audition camp is scheduled 5/8 – 5/12 from 4:30 – 6:00 p.m. for students interested in auditioning to be a part of the marching drumline. Students will be placed in either Varsity Drumline, Varsity Front Ensemble, or Cadet Drumline for Marching Band.

\* 3-4 selected scales  
from these

February 2016

# ATSSB Tuba Scales

All scales are to be played at a minimum of  $\text{♩} = 120$

## 1. G Major Scale

Musical notation for the G Major Scale in bass clef, common time. The scale is written in a single line, starting on G2 and ending on G3. It consists of two phrases: an ascending phrase and a descending phrase. The ascending phrase is marked with a slur and a fermata. The descending phrase is marked with a slur and a fermata.

## 2. C Major Scale

Musical notation for the C Major Scale in bass clef, common time. The scale is written in a single line, starting on C2 and ending on C3. It consists of two phrases: an ascending phrase and a descending phrase. The ascending phrase is marked with a slur and a fermata. The descending phrase is marked with a slur and a fermata.

## 3. F Major Scale

Musical notation for the F Major Scale in bass clef, common time. The scale is written in a single line, starting on F2 and ending on F3. It consists of two phrases: an ascending phrase and a descending phrase. The ascending phrase is marked with a slur and a fermata. The descending phrase is marked with a slur and a fermata.

## 4. B $\flat$ Major Scale

Musical notation for the B $\flat$  Major Scale in bass clef, common time. The scale is written in a single line, starting on B $\flat$ 2 and ending on B $\flat$ 3. It consists of two phrases: an ascending phrase and a descending phrase. The ascending phrase is marked with a slur and a fermata. The descending phrase is marked with a slur and a fermata.

## 5. E $\flat$ Major Scale

Musical notation for the E $\flat$  Major Scale in bass clef, common time. The scale is written in a single line, starting on E $\flat$ 2 and ending on E $\flat$ 3. It consists of two phrases: an ascending phrase and a descending phrase. The ascending phrase is marked with a slur and a fermata. The descending phrase is marked with a slur and a fermata.

## 6. A $\flat$ Major Scale

Musical notation for the A $\flat$  Major Scale in bass clef, common time. The scale is written in a single line, starting on A $\flat$ 2 and ending on A $\flat$ 3. It consists of two phrases: an ascending phrase and a descending phrase. The ascending phrase is marked with a slur and a fermata. The descending phrase is marked with a slur and a fermata.

## 7. D $\flat$ Major Scale

Musical notation for the D $\flat$  Major Scale in bass clef, common time. The scale is written in a single line, starting on D $\flat$ 2 and ending on D $\flat$ 3. It consists of two phrases: an ascending phrase and a descending phrase. The ascending phrase is marked with a slur and a fermata. The descending phrase is marked with a slur and a fermata.

## 8. Chromatic Scale

Musical notation for the Chromatic Scale in bass clef, common time. The scale is written in two lines, starting on C2 and ending on C3. The first line shows the ascending chromatic scale, and the second line shows the descending chromatic scale. Both phrases are marked with a slur and a fermata.

These excerpts will provide the adjudicators with information about tone quality, rhythm, style, technique, and musical expressiveness. The information will be used to place students into a band appropriate to their playing level. All bands will have a balanced instrumentation.

Selection #1 ♩ = 112

Tuba

Musical score for Selection #1, Tuba part. The score consists of three staves of music in bass clef, 6/8 time signature. The first staff starts with a *mf* dynamic and ends with a *p* dynamic. The second staff starts with a *f* dynamic and ends with a *p* dynamic. The third staff starts with a *f* dynamic and ends with a *f* dynamic. Measure numbers 5 and 9 are indicated at the beginning of the second and third staves respectively.

Selection #2 ♩ = 120

Musical score for Selection #2, Tuba part. The score consists of two staves of music in bass clef, 2/4 time signature. The first staff starts with a *p* dynamic and ends with a *f* dynamic. The second staff starts with a *p* dynamic and ends with a *f* dynamic. Measure numbers 9 and 12 are indicated at the beginning of the second and third staves respectively.

Selection #3 ♩ = 76-80

Musical score for Selection #3, Tuba part. The score consists of three staves of music in bass clef, 6/8 time signature. The first staff starts with a *f* dynamic and ends with a *mf* dynamic. The second staff starts with a *f* dynamic and ends with a *p* dynamic. The third staff starts with a *f* dynamic and ends with a *p* dynamic. Measure numbers 6 and 12 are indicated at the beginning of the second and third staves respectively.