

## **Mock Allstate Audition**

**Concept/Goal:** Provide a mock audition experience for students trying out for Allstate band

### **Materials:**

Students will just need instrument and music

### **National Standards:**

**MU:Pr4.1.E.II.a** Use provided criteria to select varied repertoire based on form, musicianship skills of the individual or ensemble, and purpose of the performance.

**MU:Pr4.3.E.II.a** Identify and demonstrate expressive qualities in varied repertoire that relate to context and expressive intent.

**MU:Pr6.1.E.II.a** Present musical work(s) with refined technical accuracy and expression through individual and ensemble performances of a varied repertoire of music.

**MU:Pr6.1.E.II.b** Elicit informal or formal audience response through use of expression within context of the music.

### **Objective(s):**

Student will present their practiced audition materials in front of the teacher and/or a small group of peers.

### **Classroom Management- (grouping(s), movement/transitions, etc.):**

Smaller practice rooms will be used to divide the 'auditioning' student from the full class. The rest of the class will be permitted to practice their materials on their own or use the extra time as a study hall.

### **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):**

I will be expecting participation from everyone auditioning and will be on the lookout for any mindset troubles that may come from nerves.

### **Set-up/Prep:**

Extra classrooms may need to be reserved. Depending on class size, I may create a schedule for the class period as to who performs when. This would also give them a visual representation of how auditions are set up.

**Explain: (concepts, procedures, vocabulary, etc.)/Review (wrap up and transition to the next activity):**

I will be explaining that the mock audition is to help prepare the auditioners on how to approach a high-pressure performance situation where how a person sounds in just a few minutes will affect the chances of landing a chair in the Allstate band. Professional etiquette (dressing nice, introducing yourself, etc) will also be expected. Having a calm, confident demeanor will provide not only a great chance of performance success, but oftentimes the judges are looking for confident performers to take on the challenging repertoire that an Allstate ensemble would provide. After the mock auditions are completed, students will be invited to take the constructive criticism received and apply it to their future practicing.

**Formative Assessment:**

The mock audition itself would serve as a sort of ‘quiz’ on how prepared the student is for the upcoming event. The real audition would be the ungraded test, the final result being a pass/fail as to whether or not they made it into the ensemble.

**Reflection:**

After doing something similar at Legacy High school, I was able to see a variety of reactions within the students who performed their materials for me and my practicum partner. We gave them tips on how to improve sound, increase their chances of performing well and how to practice more efficiently (working smarter not harder). Some students really felt the pressure and were fairly hard on themselves. Using personal experiences on my own past auditions seems like one of the best approaches for emotionally relating and comforting stressed students. Pressure is something every musician goes through.

One other tool that I could use would be a rubric for the student to have a visual on how they scored with me; there, they can view the areas that need to be fixed before the real audition.