



2024-2025 BASSOON AUDITION INFORMATION

Greetings,

The instrumental auditions are both incredibly important and mandatory for all woodwind and brass band members who plan on being in the Hays Hawk Band during the 2024-2025 school year. **Recordings will also be required for all current high school students who have chosen to not enroll in band next school year.**

The results of these auditions will determine each student's ensemble placement amongst our ensembles here at Hays as well as serve as a guide for allocating marching band roles. These auditions should be taken seriously and students are highly encouraged to reach out to their respective band director or private lesson instructor to receive feedback and guidance for achieving the strongest audition possible. It should be noted that these auditions do not include percussion students or color guard members.

AUDITION MUSIC:

Provided in this packet is the audition music for your respective instrument. It is important that you take note of all dynamic, tempo, stylistic and musical markings provided in the music. Successful execution of these details will help improve your audition score!

AUDITION SUBMISSION DEADLINE:

All students will need to submit their audition videos by **Friday, May 3rd, 2024 - NO LATER than 11:59pm**. Students will submit their videos using the official audition submission link. You can access this link on our band website: <http://www.haysbands.org/audition-info.html>

NEED AUDITION HELP?

Each ensemble director is available to help should students need assistance in preparation of their audition music. Students should email their respective Director to arrange additional help.

CURRENT HIGH SCHOOL STUDENTS:

Mr. Rauschuber - john.rauschuber@hayscisd.net

Wind Ensemble

Mr. Collins - aaron.collins@hayscisd.net

Wind Symphony

Mr. Venegas - aaron.venegas@hayscisd.net

Symphonic Winds

****Current middle school students should work with their directors for additional help.**

VIDEO SUBMISSION:

ALL video submissions must be submitted by the official deadline posted above. Please note that ALL current Hays 9th-11th grade students MUST submit a video submission as well as all middle school students who plan on being a member of the Hays Band program during the 2024-2025 school year. If you have an obstacle preventing you from being able to submit a video submission, please reach out to a director ASAP so that we can assist with getting you a solution.

Students will only be allowed to submit 1 video entry. If a student submits multiple forms, for whatever reason...the first video submission will be used for placement judging. ***Student submissions must also be one continuous video meaning the students perform all audition materials in one take.*** If a video is submitted that is edited, that student's entry will be forfeited.

When recording your audition please follow the following steps:

1. Start video recording - the most important step!
2. State your name and your grade.
3. Play through the audition excerpts in the following order:
 - Scales - F / Bb / Eb / Ab / C (scales should be played at a tempo that best demonstrates the students skills - consider the tempo range of 80-110bpm)
 - Intermediate or Advanced Audition Excerpt

Students MUST use an audible metronome while performing all scales & the etudes.

4. Upload your video by using the "add file" button provided on the website listed above.
5. Communicate directly with a high school director should you have any issues uploading your video.

INTERMEDIATE VS ADVANCED AUDITIONS:

All Hays High School students that are currently in the Wind Symphony or Wind Ensemble will be required to do the advanced auditions cuts. Those students in the Symphonic Winds may opt to do either the advanced or intermediate cut. Middle school students at minimum will be required to complete the intermediate audition requirements. Middle school students who wish to be considered for a higher band placement amongst the high school performing ensembles may opt to audition using the advanced audition cuts. It's important to note that quality can be stronger than quantity.

Lastly, it should be noted that students have a wonderful opportunity this year with auditions being recorded and not "live". This means that students can take as many takes as possible to ensure they are submitting the best possible representation of their playing skills. TAKE ADVANTAGE OF THIS! If you wait until the very last minute to start recording, you may not be presenting the directors with your absolute best performance! Once you have the best audition video, use that video for submission! Stay calm and relaxed during this process :) We are rooting for you and want you to be well prepared!

Good luck & GO HAWKS!!

-HHS Band Directors

2024-2025

Hawk Band Audition Rubric

Students will be evaluated on 5 categories (Tone, Intonation, Technique, Rhythm, Musicianship)

TONE QUALITY

5	4	3	2	1
Consistently produces a dark, characteristic tone quality, focused controlled sound in all ranges and registers. Demonstrates proper use of vibrato. Consistently produces a quality sound on percussion instruments through proper technique and choice of equipment	Frequently produces a dark, characteristic tone quality, focused controlled sound in all ranges and registers. Demonstrates proper use of vibrato. Frequently produces a quality sound on percussion instruments through proper technique and choice of equipment	Occasionally produces a dark, characteristic tone quality, focused controlled sound in all ranges and registers. Demonstrates proper use of vibrato. Occasionally produces a quality sound on percussion instruments through proper technique and choice of equipment	Rarely produces a dark, characteristic tone quality, focused controlled sound in all ranges and registers. Demonstrates proper use of vibrato. Rarely produces a quality sound on percussion instruments through proper technique and choice of equipment	Almost never produces a dark, characteristic tone quality, focused controlled sound in all ranges and registers. Demonstrates proper use of vibrato. Almost never produces a quality sound on percussion instruments through proper technique and choice of equipment

INTONATION

5	4	3	2	1
Consistently produces uniform tonal focus throughout the piece. Demonstrates careful attention to tuning and pitch, understands chordal and harmonic issues, adjusts perceived pitch issues, demonstrates percussion tuning	Frequently produces uniform tonal focus throughout the piece. Demonstrates careful attention to tuning and pitch, understands chordal and harmonic issues, adjusts perceived pitch issues, demonstrates percussion tuning	Occasionally produces uniform tonal focus throughout the piece. Demonstrates careful attention to tuning and pitch, understands chordal and harmonic issues, adjusts perceived pitch issues, demonstrates percussion tuning	Rarely produces uniform tonal focus throughout the piece. Demonstrates careful attention to tuning and pitch, understands chordal and harmonic issues, adjusts perceived pitch issues, demonstrates percussion tuning	Almost never produces uniform tonal focus throughout the piece. Demonstrates careful attention to tuning and pitch, understands chordal and harmonic issues, adjusts perceived pitch issues, demonstrates percussion tuning

TECHNIQUE

5	4	3	2	1
Consistently meets technical demands with precision, demonstrates understanding of articulation and dexterity in performing technical passages	Frequently meets technical demands with precision, demonstrates understanding of articulation and dexterity in performing technical passages	Occasionally meets technical demands with precision, demonstrates understanding of articulation and dexterity in performing technical passages	Rarely meets technical demands with precision, demonstrates understanding of articulation and dexterity in performing technical passages	Almost never meets technical demands with precision, demonstrates understanding of articulation and dexterity in performing technical passages

RHYTHM

5	4	3	2	1
Consistently demonstrates control of rhythm with accuracy and precision, maintains tempo, demonstrates control in multi-metered passages	Frequently demonstrates control of rhythm with accuracy and precision, maintains tempo, demonstrates control in multi-metered passages	Occasionally demonstrates control of rhythm with accuracy and precision, maintains tempo, demonstrates control in multi-metered passages	Rarely demonstrates control of rhythm with accuracy and precision, maintains tempo, demonstrates control in multi-metered passages	Almost never demonstrates control of rhythm with accuracy and precision, maintains tempo, demonstrates control in multi-metered passages

MUSICIANSHIP

5	4	3	2	1
Consistently demonstrates attention to detail, uses proper dynamics and articulation. Produces effective mood and emotion and shows an understanding of style	Frequently demonstrates attention to detail, uses proper dynamics and articulation. Frequently produces effective mood and emotion and shows an understanding of style	Occasionally demonstrates attention to detail, uses proper dynamics and articulation. Occasionally produces effective mood and emotion and shows an understanding of style	Rarely demonstrates attention to detail, uses proper dynamics and articulation. Rarely produces effective mood and emotion and shows an understanding of style	Almost never demonstrates attention to detail, uses proper dynamics and articulation. Doesn't produce effective mood and emotion or show an understanding of style

AUDITION TRACKS

Please note that all instruments will be required to perform **all scales** listed below. Select instruments will have the option to showcase 2 octave scales to enhance their audition. Students are not required to play the scales 2 octaves but additional credit will be given to those students who do so successfully.

All Hays High School students that are currently in the Wind Symphony or Wind Ensemble will be required to do the advanced auditions cuts. Those students in the Symphonic Winds may opt to do either the advanced or intermediate cut. Middle school students at minimum will be required to complete the intermediate audition requirements. Middle school students who wish to be considered for a higher band placement amongst the high school performing ensembles may opt to audition using the advanced audition cuts. It's important to note that quality can be stronger than quantity.

INSTRUMENT	INTERMEDIATE CUT	ADVANCED CUT	SCALES	SCALE RANGE
Flute	Theme & Variation 1	All Excerpts	F / Bb / Eb / Ab / C	As Written
Oboe	Theme & Variation 1	All Excerpts	F / Bb / Eb / Ab / C	As Written
Bassoon	Theme & Variation 1	All Excerpts	F / Bb / Eb / Ab / C	As Written
Clarinet	Theme & Variation 1	All Excerpts	F / Bb / Eb / Ab / C	As Written
Bass Clarinet	Theme & Variation 1	All Excerpts	F / Bb / Eb / Ab / C	As Written
All Saxophones	Theme & Variation 1	All Excerpts	F / Bb / Eb / Ab / C	As Written
Trumpet	Theme & Variation 1	All Excerpts	F / Bb / Eb / Ab / C	Optional 2nd Octave for Bb & Ab Scales
Horn	Theme & Variation 1	All Excerpts	F / Bb / Eb / Ab / C	As Written
Trombone	Theme & Variation 1	All Excerpts	F / Bb / Eb / Ab / C	Optional 2nd Octave for Bb & Ab Scales
Euphonium	Theme & Variation 1	All Excerpts	F / Bb / Eb / Ab / C	Optional 2nd Octave for Bb & Ab Scales
Tuba	Theme & Variation 1	All Excerpts	F / Bb / Eb / Ab / C	Optional 2nd Octave for Bb & Ab Scales

Bassoon

2024 HAWK BAND

ENSEMBLE AUDITION EXCERPTS

Theme - Required
Andante quasi Allegretto ♩ = 80

Musical notation for the Theme section, measures 1-8. The music is in bass clef, 4/4 time, and B-flat major. It features a melodic line with slurs and dynamic markings: *p* (piano) at measure 1, *mf* (mezzo-forte) at measure 5, and *mp* (mezzo-piano) at measure 8. A *f* (forte) dynamic marking is present at the end of measure 8.

Variation 1 - Required

Musical notation for Variation 1, measures 9-17. The music is in bass clef, 4/4 time, and B-flat major. It features a melodic line with slurs and dynamic markings: *p* (piano) at measure 9. The variation includes several triplet markings (indicated by a '3' above the notes) and a *f* (forte) dynamic marking at the end of measure 17.

Variation 2

Musical notation for Variation 2, measures 18-31. The music is in bass clef, 4/4 time, and B-flat major. It features a melodic line with slurs and dynamic markings: *f* (forte) at measure 18. The variation includes several triplet markings (indicated by a '3' above the notes) and a *mp* (mezzo-piano) dynamic marking at the end of measure 31.

BASSOON SCALES & ARPEGGIOS

(1.1)

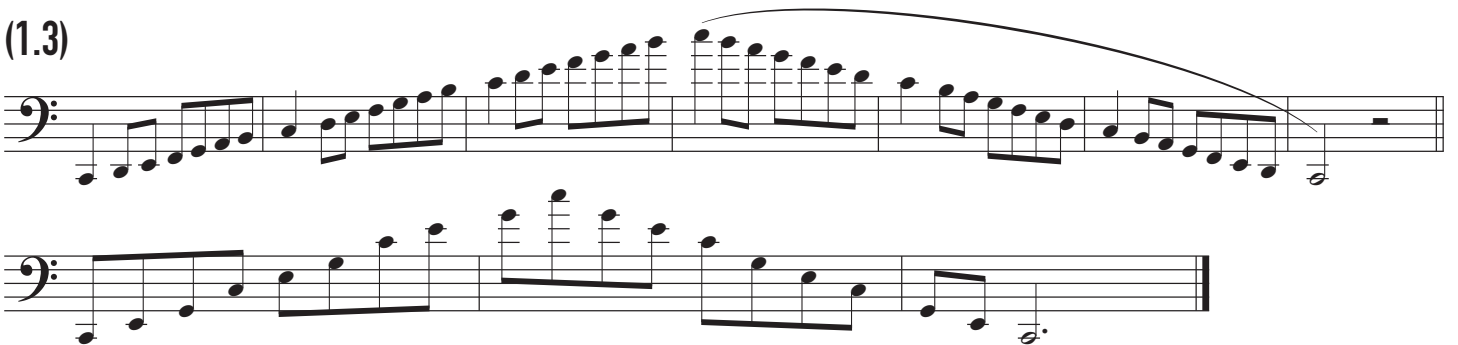
1. CONCERT C - YOUR C



(1.2)

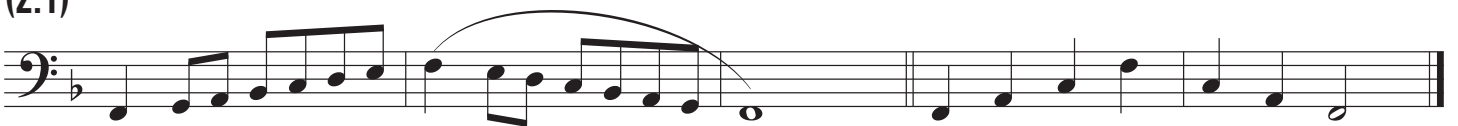


(1.3)



2. CONCERT F - YOUR F

(2.1)



(2.2)

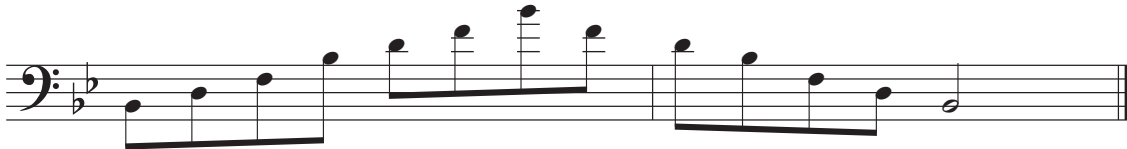


3. CONCERT B \flat - YOUR B \flat

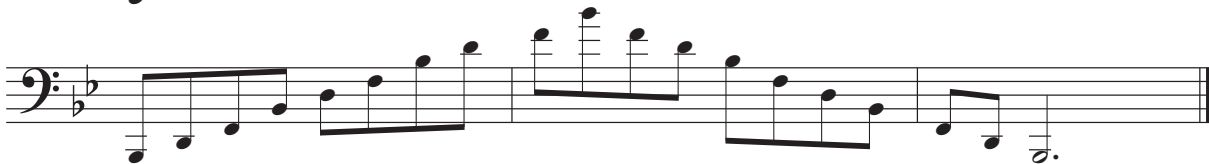
(3.1)



(3.2)



(3.3)

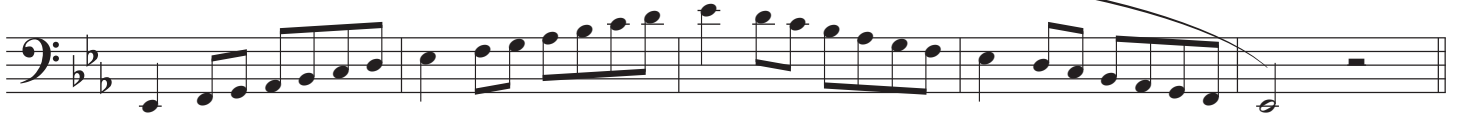


4. CONCERT E \flat - YOUR E \flat

(4.1)



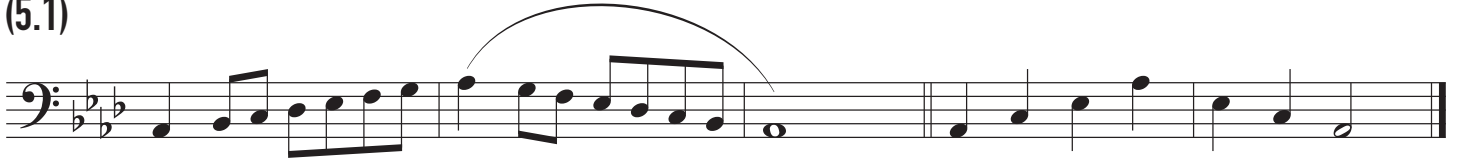
(4.2)



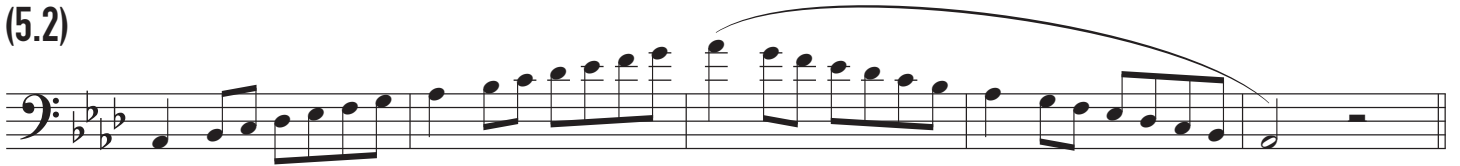
BASSOON SCALES

5. CONCERT A \flat - YOUR A \flat

(5.1)



(5.2)



6. CONCERT D \flat - YOUR D \flat

(6.1)



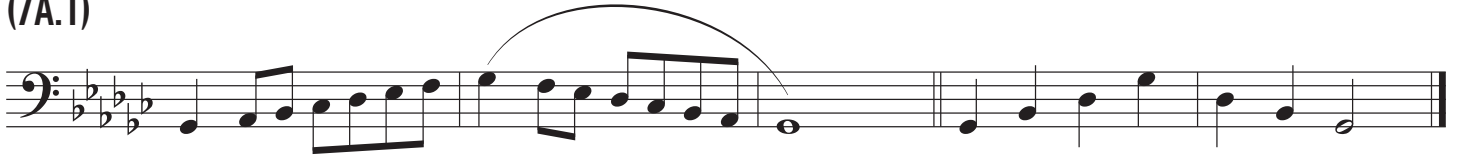
(6.2)



BASSOON SCALES

7A. CONCERT G \flat - YOUR G \flat

(7A.1)

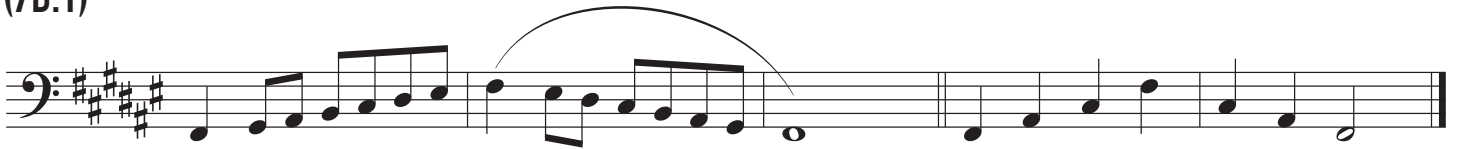


(7A.2)



7B. CONCERT F \sharp - YOUR F \sharp

(7B.1)



(7B.2)

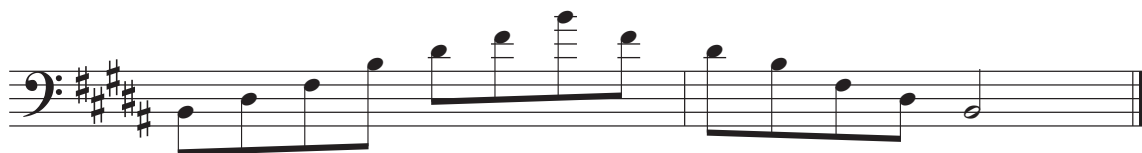
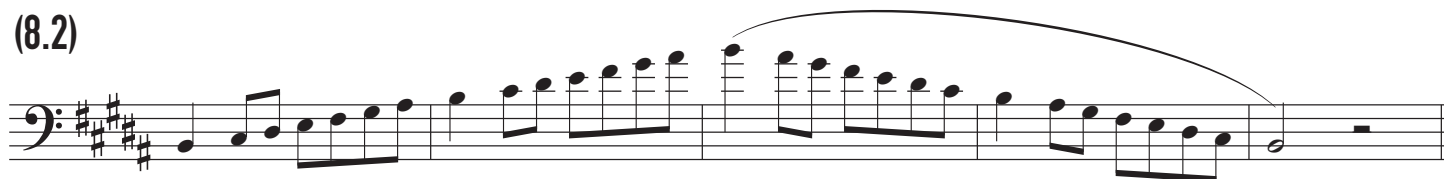


8. CONCERT B - YOUR B

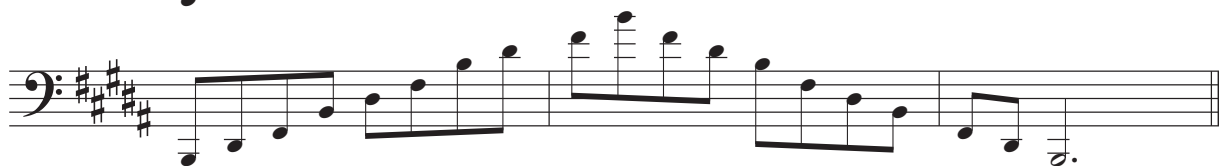
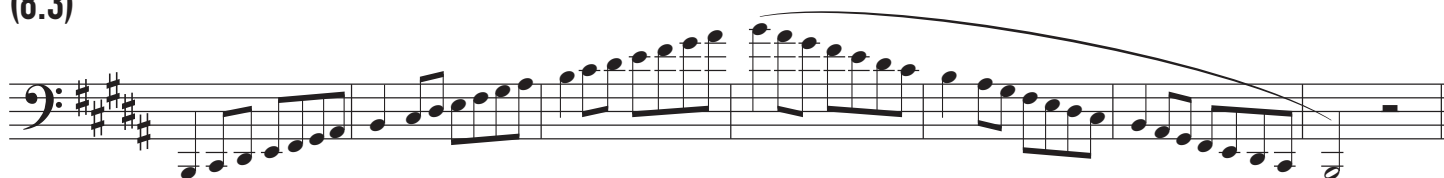
(8.1)



(8.2)



(8.3)



9. CONCERT E - YOUR E

(9.1)



(9.2)



BASSOON SCALES

(10.1) 10. CONCERT A - YOUR A

Musical notation for exercise 10.1, Concert A - Your A. It features a bass clef and a key signature of two sharps (F# and C#). The first staff contains a sequence of eighth notes: A2, B2, C3, D3, E3, F#3, G3, A3, B3, C4, D4, E4, F#4, G4, A4. A slur covers the notes from A3 to G4. The second staff contains a sequence of quarter notes: A3, G3, F#3, E4, D4, C4, B3, A3.

(10.2)

Musical notation for exercise 10.2 (first staff). It features a bass clef and a key signature of two sharps (F# and C#). The first staff contains a sequence of eighth notes: A2, B2, C3, D3, E3, F#3, G3, A3, B3, C4, D4, E4, F#4, G4, A4. A slur covers the notes from A3 to G4. The second staff contains a sequence of quarter notes: A3, G3, F#3, E4, D4, C4, B3, A3.

Musical notation for exercise 10.2 (second staff). It features a bass clef and a key signature of two sharps (F# and C#). The first staff contains a sequence of eighth notes: A2, B2, C3, D3, E3, F#3, G3, A3, B3, C4, D4, E4, F#4, G4, A4. A slur covers the notes from A3 to G4. The second staff contains a sequence of quarter notes: A3, G3, F#3, E4, D4, C4, B3, A3.

11. CONCERT D - YOUR D

(11.1)

Musical notation for exercise 11.1, Concert D - Your D. It features a bass clef and a key signature of two sharps (F# and C#). The first staff contains a sequence of eighth notes: A2, B2, C3, D3, E3, F#3, G3, A3, B3, C4, D4, E4, F#4, G4, A4. A slur covers the notes from A3 to G4. The second staff contains a sequence of quarter notes: A3, G3, F#3, E4, D4, C4, B3, A3.

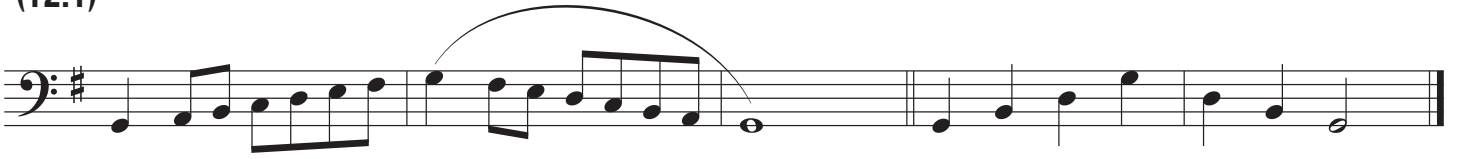
(11.2)

Musical notation for exercise 11.2 (first staff). It features a bass clef and a key signature of two sharps (F# and C#). The first staff contains a sequence of eighth notes: A2, B2, C3, D3, E3, F#3, G3, A3, B3, C4, D4, E4, F#4, G4, A4. A slur covers the notes from A3 to G4. The second staff contains a sequence of quarter notes: A3, G3, F#3, E4, D4, C4, B3, A3.

Musical notation for exercise 11.2 (second staff). It features a bass clef and a key signature of two sharps (F# and C#). The first staff contains a sequence of eighth notes: A2, B2, C3, D3, E3, F#3, G3, A3, B3, C4, D4, E4, F#4, G4, A4. A slur covers the notes from A3 to G4. The second staff contains a sequence of quarter notes: A3, G3, F#3, E4, D4, C4, B3, A3.

12. CONCERT G - YOUR G

(12.1)



(12.2)

