

Name: \_\_\_\_\_



# Wando Chorus

## **Wando Chorus Placement Test:**

After the spring concert students will begin their individual placement tests for next year's choir placement. All current students need to complete this test as it is also part of their 4<sup>th</sup> quarter grade.

Students will test privately in the practice room with Mr. Wilkinson, Mr. Taylor, and Mrs. Keene. Students should be prepared for their placement test by Friday May 4<sup>th</sup>

Students will receive points in three categories:

1. **Prepared Song** (20 Points): "Hallelujah Praise the Lord" by G.F. Handel. Please see measures required on music. The grading rubric for this portion is also attached.
2. **Sight-Reading** (20 Points): Please see the packet of practice examples and specific grading rules.
3. **Tonal Dictation** (6 Points): Students will hear one pattern from the possible 55 examples that have been provided. The pattern will be played on the piano and the student will sing back on solfege syllables.
4. **Participation & Leadership** (4 points): Students will be evaluated on their class participation, ability to stay on task, and leadership skills in the final month of school.

**The total points earned on the placement test will be used to place students into choir ensembles for 2018-2019.**

## Vocal Music Performance - Individual : Placement Test -Hallelujah Praise the Lord

Student Name: \_\_\_\_\_

Voice Part: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Pitch and Intonation</b>	Virtually no errors. Pitch and intonation are very accurate. Errors do not detract from the overall performance.	Occasional isolated errors. Pitches are mostly accurate and secure. Intonation is mostly accurate.	Some accurate pitches, but there are frequent and/or repeated errors. Errors detract from the overall performance. Intonation is not centered.	Very few accurate or secure pitches. Errors detract greatly from the overall performance. Major problems with intonation greatly detract from the performance.
<b>Rhythm and Timing</b>	The beat is secure and the rhythms are accurate for the performance.	The beat is secure and the rhythms are mostly accurate. There are a few rhythmic errors, but these do not detract from the overall performance.	The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate detracting significantly from the overall performance.
<b>Tone Quality</b>	Tone is consistently focused, clear, and centered throughout the range of the voice.	Tone is focused, clear and centered through the normal singing range. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance.	Tone is often focused, clear and centered, but sometimes the tone is uncontrolled in the normal singing range. Extremes in range are usually uncontrolled. Occasionally the tone quality detracts from overall performance.	The tone is often not focused, clear or centered regardless of the range, significantly detracting from the overall performance.
<b>Diction</b>	Student articulates clearly and the text of the music is understandable.	Student articulates the words somewhat clearly and the text can be understood most of the time.	Student is sometimes articulating the words but the text is often not discernable.	Student rarely articulates the words and the text is not discernable.
<b>Musicality and Style</b>	Performs with a creative nuance and style in response to the score and limited coaching. Secure Entrances. Markings (staccato, legato, slur, accents, etc.) are executed accurately.	Typically performs with nuance and style that is indicated in the score or which is suggested by instructor. Markings are usually executed accurately.	Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor. Articulation is sometimes executed accurately.	Rarely demonstrates expression and style. Just sings the notes. Few secure Entrances. Markings are typically not executed accurately.

**Total Score:** \_\_\_\_\_



24

29

30

31

S I ed, Hal - le - lu - jah, Praise the

S II dor - ed, Hal - le - lu - jah, Praise the Lord,

A dor - ed, Hal - le - lu - jah, Praise the

T dor - ed, Hal - le - lu - jah, Praise the

B ed, Hal - le - lu - jah, Praise the



32

33

34

35

S I Lord, Be His ho - ly Name a - dor

S II Be His ho - ly Name a - dor

A Lord, Be His ho - ly Name a - dor - ed, Be a - dor

T Lord Be His ho - ly Name a - dor

B Lord, Be His ho - ly Name a - dor



36 37 38 39

S I *éd, Be a - dor - éd, Hal - le - lu - jah, Praise the Lord, Be His*

S II *éd, a - dor - éd, Hal - le - lu - jah, Praise the Lord, Be His*

A *éd, Hal - le - lu - jah, Praise the Lord, Be His*

T *éd, Praise the Lord, Hal - le - lu - jah, Praise the Lord, Be His*

B *éd, Hal - le - lu - jah, Praise the Lord, Be His*



40 41 42

S I *ho - ly Name a - dor - éd, Hal - le - lu - jah, Hal - le -*

S II *ho - ly Name - a - dor - éd, Hal - le - lu - jah, Hal - le -*

A *ho - ly Name a - dor - éd, Hal - le - lu - jah, Hal - le -*

T *ho - ly Name a - dor - éd, Hal - le - lu - jah, Hal - le -*

B *ho - ly Name - a - dor - éd, Hal - le - lu - jah, Hal - le -*

40



8

43 44 45

*cresc.*

S I lu - jah, Hal - le - lu

S II lu - jah, Hal - le - lu

A lu - jah, Hal - le - lu

T lu - jah, Hal - le - lu

B lu - jah, Hal - le - lu

*cresc.*

*cresc.*

*cresc.*

*cresc.*

*cresc.*

*cresc.*

45

46 47 48 49 50

*f* *ff rit.*

S I jah, Praise the Lord, Hal - le - lu jah!

S II jah, Praise the Lord, Hal - le - lu jah!

A jah, Praise the Lord, Hal - le - lu jah!

T jah, Praise the Lord, Hal - le - lu jah!

B jah, Praise the Lord, Hal - le - lu jah!

*f* *ff rit.*

*f* *ff rit.*

*f* *ff rit.*

*f* *ff rit.*

*f* *ff rit.*

*f* *ff rit.*

*f* *ff rit.*

50

**Sight-Reading: (20 points)** Students will be given the tonic triad and the beginning pitch. They will have 60 seconds to practice the 8 measure piece. After 60 seconds, the students will hear the tonic triad and the beginning pitch again. The students will have 45 seconds to sing through the piece. The student must set his/her own tempo. A count off tempo will NOT be given. The student may sing on solfege, numbers, la, ta, count-singing, etc. **The score range will be 0 – 20.** Students will receive 16 points for completing the piece perfectly as written, plus two points for singing in the key that was given on the recording, and two points for maintaining a steady tempo with no hesitations or restarts.

**Sight Reading Parameters:**

1. The piece will be in any major key.
2. The piece will start on any note.
3. The most difficult rhythm will be a dotted quarter note followed by an eighth note.

**Please study using the examples on the next pages.**

**Practice Tips:**

1. Use <https://sightreadingfactory.com/>
2. Sing out loud during the practice time.
3. Practice basic tonal patterns online.

# Sight Singing

SC All-State

# Set 1

This page contains six staves of musical notation, numbered 9 through 16. Each staff begins with a treble clef and a 4/4 time signature. The key signatures are as follows: Staff 9 (one sharp, F#), Staff 10 (two flats, Bb and Eb), Staff 11 (three sharps, F#, C#, G#), Staff 12 (three sharps, F#, C#, G#), Staff 13 (three flats, Bb, Eb, Ab), and Staff 14 (three flats, Bb, Eb, Ab). Staff 15 has a treble clef and a key signature of three sharps (F#, C#, G#). Staff 16 has a bass clef and a key signature of three sharps (F#, C#, G#). The exercises consist of various rhythmic patterns, including quarter notes, eighth notes, and sixteenth notes, often with rests and slurs. Each staff ends with a double bar line.



# Sight Singing

SC All-State  
(Skips to I, IV, V7 in Major)

73.

74.

75.

76.

77.

78.

79.

80.

# Sight Singing

SC All-State

(Skips to I, IV, V7 in Major)

81.

82.

83.

84.

85.

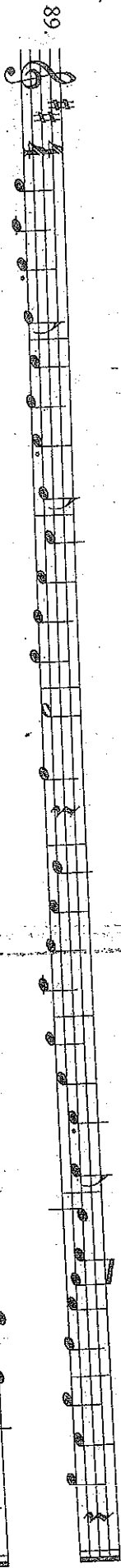
86.

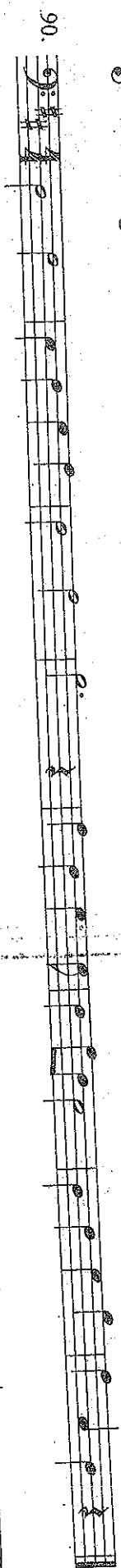
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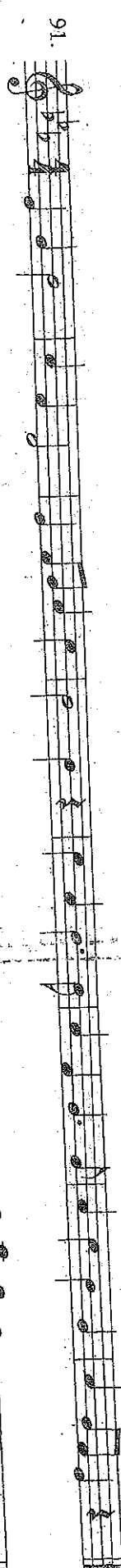
88.

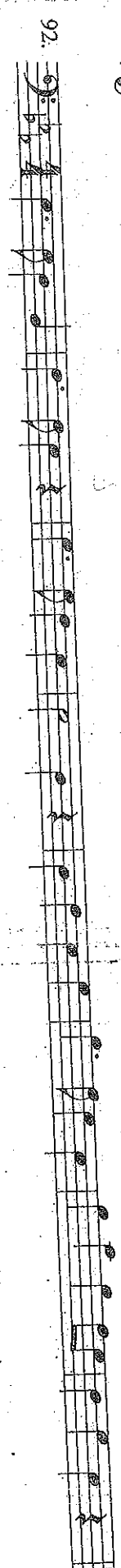
# Sight Singing

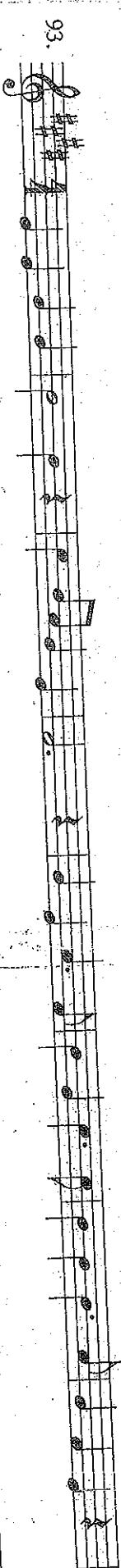
SC All-State  
(Skips to I, IV, V7 in Major)

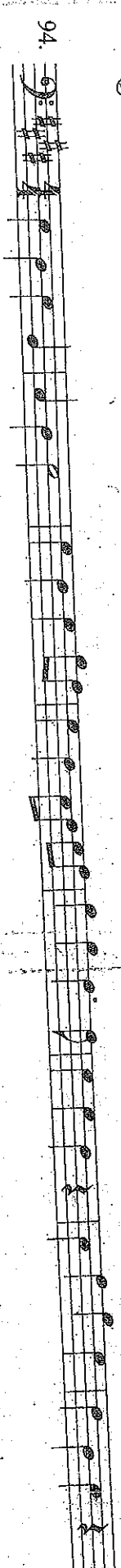
89. 

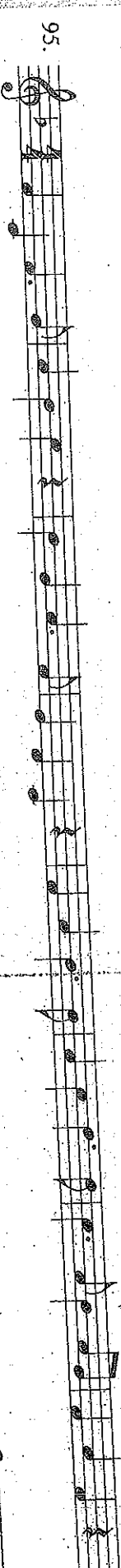
90. 

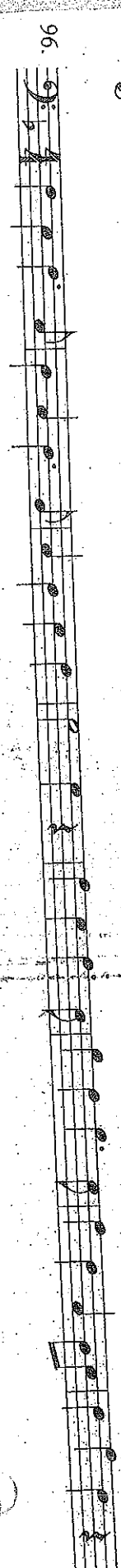
91. 

92. 

93. 

94. 

95. 

96. 

# Sight Singing

SC All-State  
(Skips to I, IV, V7 in Major)

97.

## Tonal Patterns for Placement Test

Ear Training/Tonal Dictation

Practice online!!!!

[www.wandochorus.com](http://www.wandochorus.com)

You will hear one of the patterns listed below played on the piano.

Each pattern will be played three times if needed. The student will sing back the pattern on solfege.

1	Do Fa Mi	30	Mi Fa Fi
2	Do Mi La	31	Mi Fa La
3	Do Mi Me	32	Mi Fa Re
4	Do Sol Fi	33	Mi Ri Do
5	Do Sol Me	34	Mi Sol Mi
6	Do Sol Mi	35	Fa Re Ti
7	Do Sol Re	36	Sol Do Mi
8	Do Ti Mi	37	Sol Fi Mi
9	Do La Te	38	Sol Fi Sol
10	Do Re Sol	39	Sol Mi Sol
11	Do Sol Fa	40	Sol Re Fa
12	Do Sol Te	41	Sol Ti Do
13	Do Te La	42	Sol Do Fa
14	Do Ti Sol	43	Sol La Fa
15	Re Mi Do	44	Sol Re Mi
16	Re Mi Ti	45	Sol Re Ti
17	Re Sol Fa	46	La Do Fa
18	Re Do Fa	47	La Fa Sol
19	Re Do La	48	La Re Fa
20	Re Fa Mi	49	La Si La
21	Re Mi La	50	La Do Mi
22	Re Ti Mi	51	La Fi Sol
23	Mi Do Ti	52	La Mi Ri
24	Mi Fi Sol	53	La Re Mi
25	Mi Re Sol	54	La Sol Fi
26	Mi Sol Do	55	La Sol Fa
27	Mi Sol Fi		
28	Mi Ti Do		
29	Mi Do La		

<b>Scoring</b>	<b>6 points max</b>
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<b>6 points</b>	1st playing of pattern student responds immediately with correct answer 3/3.
<b>5 points</b>	1st playing of pattern student sings pattern 3/3 with time to figure it out.
<b>4 points</b>	2nd playing of pattern student sings 3/3 notes correctly.
<b>3 points</b>	3rd playing of pattern student sings 3/3 notes correctly.
<b>2 points</b>	3rd playing of patterns student sings 2/3 notes correctly
<b>1 point</b>	3rd playing of pattern student sings 1/3 notes correctly.
<b>0 points</b>	3rd playing of pattern student sings 0/3 notes correctly.