



Elementary All-State Chorus Music Teacher Audition Prep 2025-2026

Important Dates

August 1, 2025	Full Audition Information Packet and Sample recorded audition script posted on FMEA website
September 2, 2025	Official Backing Track is posted on FMEA website. <i>This is the backing track that must be used for the audition.</i>
September 12, 2025	NEW! Deadline to submit paperwork for All State Chorus auditions
September 25, 2025	Deadline to submit audition recordings Membership must be current to submit any audition materials.

FMEA All-State Elementary Chorus Goals

The mission and purpose of the FMEA All State Chorus is to:

- Inspire a love for choral singing through the highest quality honor choir experience
- Promote social growth, belonging, and community
- Stretch young minds through diverse, inclusive, and thought-provoking repertoire

We are very excited that you have chosen to audition your students for the FMEA All State Elementary Chorus! Our conductor this year will be Vincent Oakes, and we are looking forward to your students potentially having the opportunity to work with him. Please read this packet thoroughly, click here for answers to [Frequently Asked Questions](#), and then email your District Chair with any questions.

Requirements

Teacher Eligibility	Any music teacher who wishes to audition students enrolled in a DOE course that he/she personally teaches, for the FMEA All-State Elementary Chorus MUST pay their NAFME, FMEA and FEMEA (\$35) dues before submitting auditions. The music teacher must hold full active membership in FEMEA. Please click here for more information. Each FEMEA member may audition an unlimited number of students for the FMEA All-State Elementary Chorus. Only 5 students per school will be accepted into the ensemble.
Student Eligibility Requirements	<ul style="list-style-type: none"> Students must be in 4th or 5th grade, have unchanged voices, and be currently participating in an elementary school or home school association music program. Be recommended by the music teacher of record for that school and the principal.

Teacher Preparation Checklist

Please follow these directions thoroughly. Click here for answers to [Frequently Asked Questions](#). [Email your District Chair](#) with additional questions, or click here: [Help with All-State | FEMEA Resources \(femeamember.org\)](#).

- Join or renew membership for NAFME, FMEA, and FEMEA.
- Seek permission from your principal to participate in the All-State Chorus.
- Select students who meet eligibility requirements and communicate with their parents/guardians.
- Prepare all audition music with students.** Consider printing and using rubric for self check and teacher-evaluation prior to recording.
- Check recordings to ensure that...
 - Student's voice is clearly audible throughout the recording
 - The recording is free of distortion or static
 - The recording does not contain audio interruptions (i.e. intercom, phone, door opening)
 - The pre-recorded audition track cannot be heard on the student's recording.**
- Read the directions for preparing your audition package, as outlined below.

Creating Audition Recordings

Please start reading through these directions now to help you become comfortable with the recording process.

Setting Up the Recording

Students will be able to simultaneously **listen** and **record** themselves in order to successfully complete the All-State audition process. This can be accomplished via 1 or 2 electronic devices:

- Computer/Laptop (1 device) - RECOMMENDED**
 - Open up a digital audio workstation (Garageband, Audacity, or other program of your choosing)
 - Insert the official audition recording script as a separate track; set this track's setting to headphones only
 - Insert wired headphones with working microphone (recommended) or bluetooth headphones. Be sure to check the digital audio workstation's input recording settings to ensure that the student's voice will be able to be recorded
 - Create a new track within which the student will record and test to ensure settings are correct
 - Press record to test that the recording script is playing correctly in the headphones and **not aloud over the computer's speakers. Delete the official audition recording script track before submission.**
- Computer/Laptop + Cell Phone/Tablet (2 devices)**
 - Open up a digital audio workstation on the computer/laptop (Garageband, Audacity, or other program of your choosing)
 - Create a new track within which the student will record and test to ensure input settings are correct
 - Pull up the official audition recording script on the cell phone/tablet and connect wired headphones with working microphone (recommended) or bluetooth headphones; **do not allow the recorded script to play out of the device's external speakers.**
 - Press record on the computer/laptop and play on the cell phone/tablet as close to simultaneously as possible
- Cell Phone/Tablet + Cell Phone/Tablet (2 devices)**
 - On one device, open a recording application
 - On the other device, pull up the official audition recording script on the cell phone/tablet and connect wired headphones with working microphone (recommended) or bluetooth headphones; **do not allow the recorded script to play out of the device's external speakers.**

- Press record/play on both devices as close to simultaneously as possible

Teacher Directions

1. Set up the recording using the instructions above.
2. Prepare the student for recording.
 - Before recording, we suggest that you say “We are going to make a recording for the FMEA All-State Elementary Chorus audition. When I start the recording, we will record the entire audition without stopping the recording. Do not say your name, my name, or our school name during the recording. I will not be able to talk during the recording.”
3. Play the recorded script
4. Check to ensure the student can hear the script and **that the script is not being played aloud**. Observe the student as they complete the audition components as instructed on the recorded script.
5. **Do not stop or pause recording until the audition is complete.**
6. **Listen to the entire recording** to ensure that it is of quality and free from static, interference, or background noise.

ERRORS TO AVOID

The following errors may result in a significant point reduction.

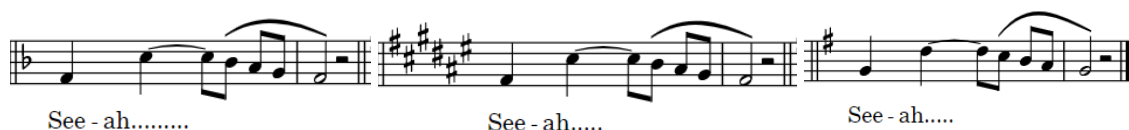
1. **Audio Enhancements** - Remember to check that “Reverb” or other audio effects are turned OFF while recording the student.
2. **Audition Track is Audible** - The audition track should NOT be audible when playing back the student audition.
3. **Pausing or Stopping Audition Recording** - Evident by any variation of +/- 10 seconds beyond the original audition track length.
4. **Editing the Audition** - Audio slices/edits made to the track.
5. **Audible Teacher Coaching** - Teacher’s voice is audible in the audition.

Audition Components

Part 1: Vocal Exercises

The following is an example of the type of exercise that will be included in the audition itself.

To prepare students, use this or a similar vocal exercise. First, play the piano with the students as they perform the exercise. As they get higher, use the piano only to provide them with the new tonal center, but do not play the exercise note-by-note.



etc.

Part 2: Tonal Melodies

The following are examples of the type of exercise that will be included in the audition itself.

To prepare students, use these patterns **and** make up your own patterns, to challenge and assess your singers’ aural and recall skills. Play them on the piano and have students repeat them back on the syllable “la”. Use major, minor, and chromatic intervals alongside various different rhythms.

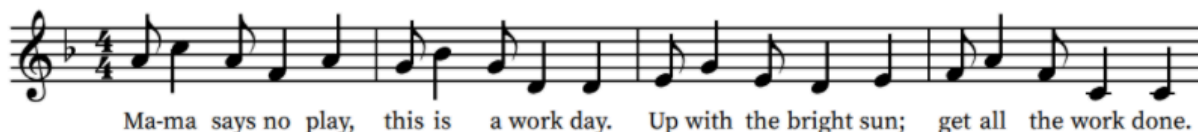


Part 3: Partner Song

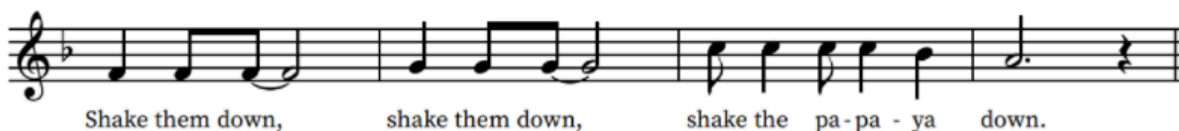
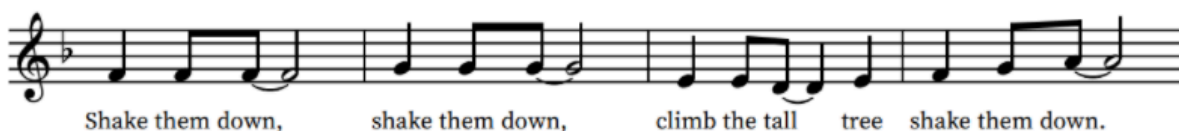
During the audition, singers will be asked to perform either Part 1 or Part 2 of ***Shake the Papaya Down***, whilst hearing the other part in their ear. Students should practice BOTH parts, as they will not know which one they are to sing, until the official recording track is released on September 1.

This is meant to assess a child's vocal independence. Independence cannot be taught as a one-off lesson, it must be carefully developed over time. Use this exercise, as well as other partner songs and canons you know, to empower your students to be vocally independent. We recommend practicing at a tempo where the quarter note is ca. 112 bpm.

Part 1



Part 2



Part 4: Vocal Performance

Whilst teaching your singers ***Dona Nobis Pacem***, be mindful of the skills that are being assessed in this portion. These criteria can be viewed in the following rubric. Singers will perform/record this as the final step of their audition. We recommend practicing at a tempo where the quarter note is ca. 86-92 bpm.

Do - na no - bis pa - cem, pa - cem.

Do - na no - bis pa - - - cem.

Do - - - na no - bis pa - cem.

Do - na no - bis pa - - - cem.

FMEA All State Elementary Chorus Audition Rubric

Part 1 - VOCAL EXERCISES Model Recording Model Recording					
	4 Points	3 Points	2 Points	1 Point	0 Points
Tone Quality	Utilizes clear, centered, rich head voice for entire exercise No pushing/sliding	Head voice is used for entire exercise, but tone is breathy or thin No pushing/sliding	Head voice is present, but chest voice is used at inappropriate places Tone is raspy and/or unsupported	Chest voice/pop-style is used more frequently than head voice Tone is pushed or strained	Exercise cannot be completed accurately due to use of speaking voice, pitch matching issues Exercise is not completed at all
Vowel Placement & Formation	Consistently utilizes tall, rounded, forward-placed vowels	Consistently utilizes tall vowels; placement is occasionally nasal or pulled back, but not consistently	Tall vowels are utilized some of the time, but not consistently Placement is consistently pulled back or nasal	Vowels are consistently spread or closed Placement is almost always pulled-back or nasal	Does not complete exercise
Part 2 - TONAL MELODIES					
Intonation/Pitch Accuracy			Pitches are sung correctly and in tune for the entire exercise	1-2 pitch errors OR pitches are sung correctly but there are occasional intonation issues	3+ errors in pitch accuracy Pitches are frequently out of tune
Part 3 - PARTNER SONG Model Recording Model Recording					
Independence			Correctly sings assigned melody with no pitch or rhythmic alterations	Maintains assigned melody with 1-2 notable errors in pitch or rhythmic accuracy	Performs assigned melody with 3+ notable errors in pitch or rhythmic accuracy Utilizes speaking voice at any time Melody is difficult to discern.

Part 4 - DONA NOBIS PACEM					
			Model Recording	Model Recording	
Style			Consistently demonstrates tone quality, placement, and vowel shapes consistent with bel canto style singing	Demonstrates understanding of tone quality, placement, and vowel shapes consistent with bel canto style singing, but does not apply it consistently	Does not demonstrate tone quality, placement, and vowel shapes consistent with bel canto style singing
Breath Control/ Phrasing			Holds notes to full rhythmic value and maintains 4-bar phrases with no errors	Generally holds notes to full rhythmic value and maintains 4-bar phrases, but with 1-2 notable errors	Demonstrates 3+ errors in rhythmic value/phrasing Does not consistently hold notes to full value or maintain 4-bar phrases
Intonation/Pitch Accuracy			Accurate pitch and intonation for entire exercise	2-3 pitch or intonation errors	4+ errors in pitch accuracy
Rhythmic Accuracy			Accurate rhythm throughout; Maintains prescribed steady tempo throughout	1-3 rhythm errors; Maintains steady tempo at faster or slower than 86-92 bpm	4+ rhythm errors Does not maintain steady tempo

Any audition component that cannot be audibly discerned due to poor recording quality OR lack of volume from the auditionee will result in an automatic 0 for that category.