

**YORKVILLE MUSIC BOOSTERS SCHOLARSHIP  
2016 Cover Sheet**

**MUST BE A 4-YEAR UNIVERSITY**

Name\_\_\_\_\_Telephone\_\_\_\_\_

Address\_\_\_\_\_Parent/Guardian\_\_\_\_\_

Which College/University are you planning on attending for the 2016/2017 year?

What is your intended major?

What is your major instrument/voice part?

What, if any, secondary instrument(s) do you play?

With whom are you currently studying privately?

How long have you studied privately?

In what YHS music organizations have you participated, and for how long?

What music camps or institutes have you attended? Please include the name and year:

What music awards and honors have you earned?

In what festivals have you participated?

What are your intended career plans?

What will you be performing for your audition? (approximately ten minutes of contrasting material)

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The Yorkville Music Boosters organization is committed to excellence in the Yorkville school music program.

The Yorkville Music Boosters Senior Scholarship was established in 1992 and increased to \$2000 in 2008. The scholarship is awarded to a graduating Yorkville High School senior who intends to major in music in college. This senior must have participated in the music department during high school and have auditioned for and been accepted into a college or university majoring in music education, music performance, music theater, music therapy, or music business.

The application process includes a written application, essay, interview, and audition. **The application should be typed and returned to the registrar by Thursday, May 5<sup>th</sup>, 2016. The auditions will be held during the Yorkville Music Boosters' meeting on Monday, May 16<sup>th</sup>, 2016 at 7:00 PM in the High School Music Department.**

The 2016 Yorkville Music Boosters' Scholarship Recipient will be announced at the YHS Honors Night on May 18<sup>th</sup>, 2016.

# CUSD #115 Music Department

## Music Major College Scholarship

### Evaluation Criterion

Audition (50 points): The audition material you prepare should be similar to what you would prepare for a college audition in difficulty level and preparedness. You may find it most convenient to simply use the same material you used for your college auditions!

You should prepare approximately ten minutes of music consisting of two or three contrasting works from the standard solo repertoire for your instrument which showcases your abilities. Your selections should demonstrate lyrical phrasing and technical proficiency at a college entrance level. In addition, all applicants should be prepared to perform their audition with a live accompanist or an acceptable accompaniment recording (ie. c.d. recording, or smart music).

Attached is the rubric that will be used by the adjudication panel to assess your performance. Please take time to review it. If you have any questions about the rubric please ask your music teacher for clarification.

Musical Involvement (25 points): Based on the answers to the application questions.

Personal Essay (25 points): Please write a one – two page essay discussing why you wish to major in music.

Your essay will be evaluated as follows:

60% Content  
40% Mechanics

**All Materials are due to the YHS Registrar by Thursday, May 5th, 2016**

CUSD #115 Music Major Scholarship Audition Teacher Rubric

	<b>Beginning</b> 1 - 2	<b>Developing</b> 3 - 4	<b>Moderate</b> 5 - 6	<b>Proficient</b> 7 - 8	<b>Advanced</b> 9 - 10	<b>Score</b>
<b>Tone</b> -Focus -Character/Color -Consistency -Range	Performer has a tone that lacks focus and not characteristic of instrument. Tone is inconsistent throughout different registers and dynamics.	Performer has a tone that is very focused but lacks both a dark color of sound and consistency. Tone is frequently affected by changes in register and dynamic.	Performer has a tone that is very focused but lacks either consistency or a dark color of sound. Tone is sometimes affected by different dynamics or ranges.	Performer demonstrates a mature, dark and focused tone. Tone is only slightly affected by change in dynamics or register.	Performer consistently demonstrates a mature, dark and focused tone in all registers of their instrument. Tone remains dark and focused at all dynamics levels.	
<b>Intonation</b> -Correct Notes -Stable Pitch -Centered Pitch	Pitches are frequently incorrect. Pitch is not stable or centered.	Pitches are occasionally incorrect. Pitch is somewhat stable but needs more control.	Pitches are almost always correct. Pitch is almost always stable and usually centered.	Pitches are correct. Pitch is mostly centered and stable with only minor disruptions.	Pitches are correct. Pitch is centered and stable throughout the performance.	
<b>Musicality</b> -Dynamics -Articulations	There is little or no dynamic contrast. Articulations are unclear and there is no variety in articulations.	There is little or no dynamic contrast. There is some clarity in the articulations but there is no variety.	Dynamic contrast is evident; however, the contrast is minimal. There is a distinct style of articulation but there is no variety.	Performer plays with notable dynamic contrast throughout the each selection. There are numerous articulations demonstrated	Performer plays with extreme contrasts of dynamic and articulation when appropriate. A mature sense of musicality is evident throughout each selection.	
<b>Phrasing</b> -Structure -Shape -Contrast	Performer demonstrates no knowledge of phrase structure. There is no shape or contrast within or between phrases.	Performer demonstrates some understanding of phrase structure, but there is little shape within the phrases and little contrast between phrases.	Performer demonstrates some well structured phrases but lacks consistency. Phrases occasionally have shape and contrast.	Performer demonstrates well structured phrases. Shaping occurs in most appropriate phrases and contrast occurs between phrases.	Performer consistently demonstrates well structured phrases. All phrases are shaped and contrasted beautifully and, appropriately	
<b>Rhythm</b> -Rhythmic Definition -Pulse	Rhythms are frequently inaccurate. Music lacks a clear sense of pulse. Pulse suffers from major disruptions.	Rhythmic accuracy is inconsistent. Pulse is somewhat consistent and mostly suffers from minor disruptions.	Rhythms are mostly accurate. Pulse is very consistent with only minimal disruptions.	Rhythms are always accurate. Pulse is very consistent with only minimal disruptions.	Rhythms are accurate and pulse is consistent through the musical selections. Lyrical selections keep a clear sense of pulse within rubato.	
<b>Technique</b> -Fluidity -Control -Posture -Presentation	Presentation is unprofessional and posture is weak. Performer does not demonstrate control of their instrument and execution of technique lacks fluidity.	Presentation is polite but lacks directness. Performer struggles with technique at times. Technique lacks fluidity and posture is weak.	Presentation is direct and professional. Posture is somewhat strong. Performer demonstrates control and fluidity in their technique but lacks fluidity.	Presentation is direct and professional. Posture is strong. Performer demonstrates control of their instrument and is mostly fluid in the execution of their technique.	Presentation is direct and professional. Posture is strong. Performer consistently has superb control of their instrument. Technique is extremely fluid.	

Comments:

Total Score: /60

Director Signature: