



### Guidelines for Video Audition - PIANO

Please note: A live audition is always preferable. When that is not possible a video audition may be submitted. Be sure to follow these guidelines carefully. Contact Dr. Christelle Menth at 303/963-3107 or [astampfl@ccu.edu](mailto:astampfl@ccu.edu) with any questions.

1. Be sure to use a high quality video (DVD or YouTube are acceptable). If using accompaniment, be sure to place the video camera (or microphone, if using a separate mic) closer to you than to the accompaniment.
2. Complete online audition form and include completed teacher rating for aural skills (below) and a copy of the sight-reading music (see #6 & #7).
3. On video be sure to state your name and what degree/program you are auditioning for.
4. Play six major scales of your choice. Play the scales hands together, two octaves, ascending and descending.
5. Perform two prepared selections in contrasting styles, e.g., two classical solo works of different styles, one classical and one popular selection, or one classical and one jazz, etc. At least one classical piece is preferable. If you are doing a longer piece, please limit performance time to five minutes or less per selection.

[MUSIC TEACHERS – Please do not coach your student on the following portions of their audition.]

6. Sight reading
  - a) Ask a music teacher to help you with this.
  - b) Have the teacher select two sight-reading pieces, one of easy-medium difficulty, one of medium-advanced difficulty. He or she should not show you the sight-reading music ahead of time. Some examples of sight-reading choices would be: Bach minuets for easy-medium, Clementi sonatina movements or 4-part hymns for medium-advanced.
  - c) With the camera running, have the music teacher give you the sight-reading music. You may make two attempts at each of the two selections.
  - d) **IMPORTANT: Include a copy of each sight reading example with your audition materials.**
7. Aural skills
  - With the camera running, have your teacher play the tonal memory examples two times each before you attempt to sing them back.
  - Sing the examples back using “la.”
  - Have your teacher evaluate your performance below.

**Aural Skills** (Play one example at a time and have student sing back):

Ex. 1                      Ex. 2                      Ex. 3                      Ex. 4

Teacher rating: weak    1    2    3    4    5    strong



**COLORADO CHRISTIAN UNIVERSITY**  
School of Music

Rev. 11.20