

# BARITONE

# PRACTICE SCRIPT

- 1) **TEACHER** starts recording on the **RECORDING DEVICE**.
- 2) **TEACHER** presses play on the **PLAYBACK DEVICE** to begin audition track:
- 3) "**BARITONE**. We will now begin."
- 4) "At this time, you will sing "**Aura Lee**." You will hear four measures of piano accompaniment before you sing."

**STUDENT** sings "Aura Lee"

Baritone

Piano

5

B

As the black-bird in the spring, 'neath the wil-low tree.

*mp*

Pno.

9

B

Sat and piped I heard him sing, prais-ing Au-ra Lee.

*mf*

Pno.

13

B

Au - ra Lee, Au - ra Lee, maid of gold - en hair.

*f*

Pno.

17

B

Sun-shine came a - long with thee, and swal-lows in the air.

Pno.

- 5) “At this time, you will sing an Ascending and Descending Major Scale beginning on the following pitch.”  
(Pitch is played.) “One, Two, Ready, Go.”

**STUDENT sings Major Scale on any syllables.**

- 6) “You will now sing an Ascending and Descending Major Triad beginning on the following pitch.”  
(Pitch is played.) “One, Two, Ready, Go.”

**STUDENT sings Major Triad on any syllables.**

- 7) “You will now sing an Ascending and Descending Minor Triad beginning on the following pitch.”  
(Pitch is played.) “One, Two, Ready, Go.”

**STUDENT sings Minor Triad on any syllables.**

- 8) “You will now hear a short choral example played three times. Be sure to follow the line that matches your voice part. For the first two listenings, you may sing along without being scored. The third time, you will sing the example with piano accompaniment **only** for a score. Here is your starting pitch, followed by the first listening.” (Example is sung with accompaniment.)

Soprano  
Sweet Joy Sweet, Sweet Joy

Alto  
Sweet Joy Sweet, Sweet Joy

Tenor  
Sweet Joy Sweet, Sweet, Sweet Joy

Bass  
Sweet Joy Sweet, Sweet, Sweet Joy

Piano

**STUDENT sings example with text.**

- 9) “You will now hear the example a second time. This is another opportunity to practice without being scored. Here is your starting pitch, followed by the second listening.” (Example is sung with accompaniment.)

**STUDENT sings example with text.**

- 10) “You will now sing back the example as demonstrated in the first two listenings for a score. You will hear the piano accompaniment but no voice will sing to assist you. Here is your starting pitch, followed by the example.” (Example is played with accompaniment.)

**STUDENT sings example with text.**

**TURN PAGE AFTER TO CONTINUE AUDITION**

- 11) “At this time, you will look at *Sight Reading No. 1.*” (Piano establishes key and starting note is given.)  
“Your 45 seconds of *unscored* practice time begins now.”

**STUDENT practices Sight Reading No. 1**



“It is now time to perform *Sight Reading No. 1.*” (Piano re-establishes key and plays starting note.)  
“One, Two, Ready, Go.”

**STUDENT performs Sight Reading No. 1 (above)**

- 12) “At this time, you will look at *Sight Reading No. 2.*” (Piano establishes key, starting note is given.)  
“Your 45 seconds of *unscored* practice time begins now.”

**STUDENT practices Sight Reading No. 2**



“It is now time to perform *Sight Reading No. 2.*” (Piano re-establishes key and plays starting note.)  
“One, Two, Ready, Go.”

**STUDENT performs Sight Reading No. 2 (above)**

- 13) “Your audition is now complete. Teachers, you may now stop the recording.”  
14) **TEACHER** stops the recording device.

**TEACHERS, be sure to name the mp3 in the following format:**

District#SchoolNameLastNameFirstName.mp3

Example: For a student named “John Smith” from “Imaginary School” in CMEA District #6

6ImaginaryMSSmithJohn.mp3

*\*\*Please remember to use your CMEA District Number, NOT your school district number.\*\**