

SUNY SCHENECTADY
COUNTY COMMUNITY COLLEGE

SCHOOL OF MUSIC

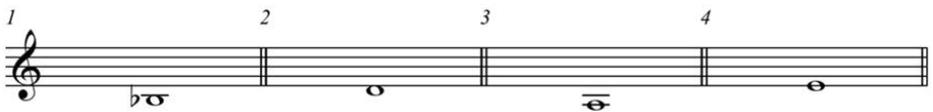
*Audition Information
&
Requirements*

*SUNY Schenectady County Community College is an
accredited institutional member of the
National Association of Schools of Music*

Entrance Audition: Ear Training *Sample Materials*

Treble and bass clef material may be performed an octave higher or lower as to be most comfortable.

Pitch Matching: examples



Pitch matching: Several pitches will be played at the piano. Students will be asked to sing these back. Pitches will be played within the student's vocal range.

Objectives: Students should demonstrate an ability to quickly reproduce isolated pitches without scooping into the pitch.

Preparation: This can be easily practiced at the piano on your own. You may wish to have a teacher periodically test you on this skill.

Sing Backs: examples

Low Voice

Two staves of music in treble clef, labeled 'Low Voice'. The first staff contains measures 1 through 6, and the second staff contains measures 7 through 10. Each measure is separated by a double bar line. The notes are: 1: G3, A3, B3, C4; 2: C4, B3, A3, G3; 3: G3, A3, B3, C4, D4, E4; 4: E4, D4, C4, B3, A3, G3; 5: G3, A3, B3, C4, D4, E4; 6: E4, D4, C4, B3, A3, G3; 7: G3, A3, B3, C4, D4, E4, F#4; 8: F#4, E4, D4, C4, B3, A3, G3; 9: G3, A3, B3, C4, D4, E4, F#4; 10: F#4, E4, D4, C4, B3, A3, G3.

Sing Backs: A series of short melodies will be played at the piano. Students will be asked to vocally reproduce these melodies. The melodies will be played within the student's range. The melodies will grow longer and more tonally ambiguous with larger leaps up to an octave.

Objectives: This tests the student's ability to remember a melodic contour and maintain a tonal center.

Preparation: Students may prepare by playing random pitches at the piano but the best preparation will result from work with a teacher.

Sight Singing: examples

1. Allegretto



2. Allegretto



3. Allegro



Sight Singing: Students will be given several printed melodies and asked to sing them. The instructor will establish the tonality and play the starting pitch. Any form of solfège may be used. Neutral syllables are also acceptable. Students will also be asked to identify the key of each melody. Printed melodies will be given within the student's range.

Objectives: Students should demonstrate the ability to read and vocally interpret the following elements of notation: treble clef, bass clef, scalar motion, skips in the tonic triad combined with scalar motion, simple rhythmic elements, and a simple minor melody.

Preparation: A good aural skills or sight singing book is your best resource. You should seek out a text that starts with short, simple melodies and incrementally increases the difficulty level. There are several good on-line resources available as well. Constantly learning new repertoire on your primary instrument of voice is also a smart strategy.

Rhythm: examples

1.



2.

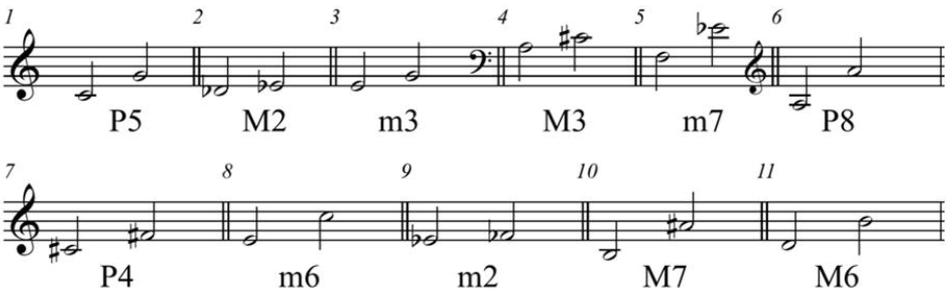


Rhythm: Like the sight singing melodies, you will be given several printed rhythms to perform. Singers and wind players are usually asked to speak the rhythms while all other students are asked to clap the rhythms.

Objectives: Students should demonstrate the ability to read and interpret the following elements of rhythmic notation: simple meter, compound meter, simple syncopations and dotted rhythms. It is preferable that six-eight meter be performed in two rather than six.

Preparation: There are several good printed and online resources. Of course the help of a teacher and hard work on a primary instrument/voice is indispensable.

Interval: examples



Intervals: The students will be asked to identify a series of intervals by size and quality. The instructor will play all intervals at the piano. Intervals will be played ascending and melodically, not harmonically. No compound intervals will be played, the top note will always be within an octave of the bottom. If the student gives an incorrect answer the interval will be played again so that the first note rings through the second. Each interval will be played only twice.

Objectives: Students should demonstrate the ability to easily identify all perfect, major and minor intervals.

Preparation: Being able to play all intervals at the piano is essential. Being able to sing up a scale to the upper note often helps. Many students find it helpful to identify intervals by assigning each interval a well-known song or melody that begins with that interval. There are several good on-line resources available. The best preparation is drill with a teacher.

Chord Qualities: examples

The image shows a musical staff with a treble clef, divided into seven measures. Each measure contains a triad of notes. Below each triad is a label: M, M, d, m, M, A, m. The labels correspond to the triads: Major, Major, Diminished, Minor, Major, Augmented, and Minor.

Chord Qualities: The student will be asked to identify a series of triads by quality. The instructor will play all triads at the piano. Triads will be played harmonically in root position and simple position. If the student gives an incorrect answer the triad will be played again and arpeggiated.

Objectives: Students should demonstrate the ability to easily identify the quality of any major, minor, diminished or augmented triad.

Preparation: Being able to play all triads at the piano is essential. Being able to vocally arpeggiate a triad often helps. A first step is often categorizing the triad into those with a perfect fifth (major, minor) and those without a perfect fifth (diminished, augmented). There are several good on-line resources available. The best preparation is drill with a teacher.

SUNY Schenectady

Music Programs

Performing Arts: Music (A.S.)

The A.S. Performing Arts: Music curriculum is designed for students who intend to transfer to a baccalaureate program after graduation from SUNY Schenectady. Areas of transfer may include music education, performance, music therapy, theory/ composition, or jazz studies. A successful audition is required for entry into this program.

Music Audio Technology (A.A.S)

The A.A.S. Music Audio Technology curriculum program provides rigorous training in basic musicianship, contemporary recording and reinforcement technologies, and management and legal responsibilities. A successful audition is required for entry into this program.

Music Certificate

The Music Certificate program is intended for those who wish to pursue development as a trained music professional. Students are qualified to seek employment as performers, private or group music lesson instructors, in music retail, or in entry level positions in the music industry. Many students elect to continue advanced music study by auditioning for one of the School of Music degree programs.

Digital Music & Beat Production Certificate

The Digital Music and Beat Production Certificate is intended to serve students who wish to pursue careers in digital audio media. These careers can include gaming and other media audio production, broadcast production and editing, digital performance, and audio/music recording. Students in the program will study digital sound production, editing, with special emphases on use of pre-existing materials/sampling, composition of original music, recording sound, and proper use of industry software and equipment.

Please visit us at

www.sunysccc.edu/music

*for a list of upcoming events and more information
about the School of Music*