



# **“So, Do You Have Any Questions?”**

**Preparing Your Students for College Auditions**

---

**Mitchell Robinson & Guy Yehuda  
Michigan State University  
College of Music**

# The Landscape

---



- Recent changes in education have made recruiting new music teachers even more difficult
- Artificial teacher shortage, new alternative routes to the classroom are making the process more complicated
- New accountability measures mean it's even more important that every music teacher not only be well prepared, but aware of professional trends and expectations and prepared to be a leader in the profession



# Preparing for the Audition/ Interview Process

---



- **Repertoire choices**
- **Questions**
- **General communication skills**
  - **Eye contact**
  - **Handshake**
  - **How much to talk**

**Who Can Help?**

---





# School Music Teachers

---



- “gatekeepers” for the audition/ interview process
- determines--or should!--who pursues the music major
- first “line of defense” in preparing students for the process
- has the most knowledge about what is expected of potential music ed students in this process--and our process may be the most complicated and complex of all incoming degrees or majors



# Private Teachers

---



- can help the most with repertoire selection and audition advice
- how to prepare and what to play
- can help student know what each school they are auditioning at will expect



# Higher Ed

---



- we have done a terrible job in communicating what is expected in the process, other than posting/sharing repertoire guidelines
- collegiate faculty should be more explicit about expectations, characteristics
- should provide advice on how to prepare for auditions and interviews



# The Audition Process

---



- **Audition with Applied area faculty members**
  - **15 Minutes**
- **Aural Skills Assessment**
  - **10 Minutes**



# The Interview Process

---



- Interview with Music Ed faculty member
  - 15 Minutes
- Aural Skills Assessment
  - 10 Minute

# Interview Format

---

- **Background**

- **Musical**
- **Academic**
- **Teaching/Leadership**

- **Interest/Attitude**

- **Professional awareness**
- **Enthusiasm**
- **Desire to teach**

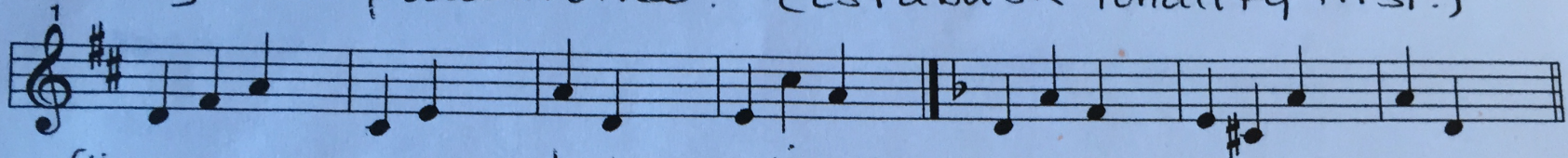
- **Communication Skills**

- **Use of voice/Eye contact**
- **Clarity of thought**
- **Presence**

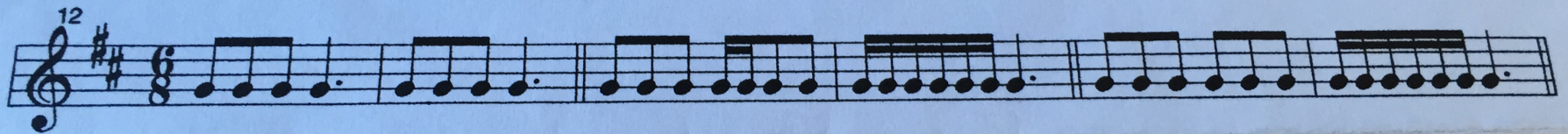
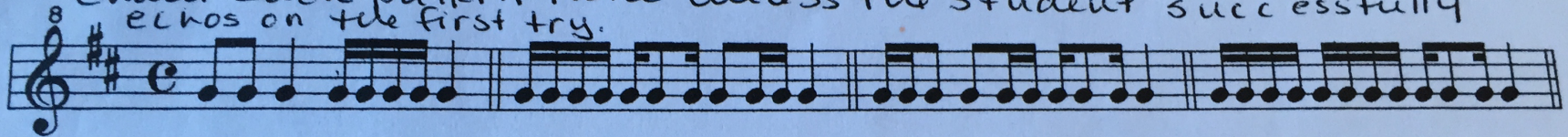


# Mus. Ed. Entrance Test

Sing each pattern once: (Establish tonality first.)

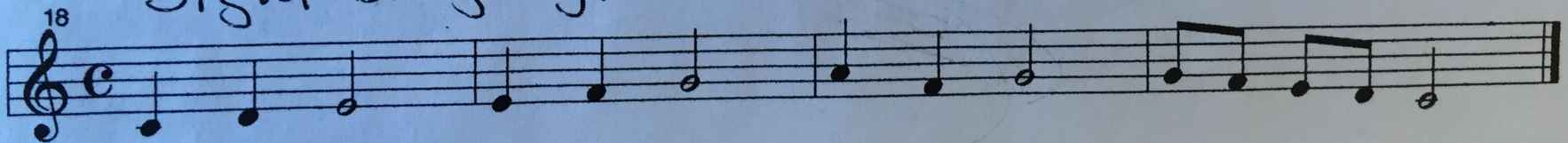


Chant each pattern twice unless the student successfully echos on the first try.



Rote song: America w/ no text

Sight singing.





# Three Questions

---



In advance of the interview, please choose one of the following questions and be prepared to answer it in about two minutes. You will be evaluated on your ability to provide a well reasoned, articulate, and persuasive answer.

1. What are the qualities of an outstanding music teacher?
2. Why is music an essential component of a well-balanced education?
3. In what ways would you hope that your teaching affects your students ten years after they leave you?



# Advice

---



- **Sing**
- **Keyboard/Piano**
- **Aural Skills**
- **Theory**
- **Teaching experiences**
- **What (Not) to Wear...**

# What (Not) to Wear...

---



- Dress appropriately
- Be comfortable
- No perfume or cologne
- Posture and body language
- Handshake and eye contact
- Grooming



# Questions...

---



Mitch, [mrob@msu.edu](mailto:mrob@msu.edu)

Guy, [yehuda@msu.edu](mailto:yehuda@msu.edu)