

Scales for the 2026 All-State Choir Audition

Sing two scales, ascending and descending, using solfege syllables (do, re, mi, fa, sol, la, ti, do). Take a breath at the top of the scale and repeat the top 'do' when descending. The starting pitches for each voice part are listed below. Quarter note rhythm with a tempo of BMP 72.

	<u>Low</u>	<u>High</u>
Soprano I	F4 (1st space treble)	A4 (2nd space treble)
Soprano II	D4 (below treble staff)	G4 (2nd line treble)
Alto I	A3 (below middle C)	Eb4 (1st line treble)
Alto II	G3 (below middle C)	D4 (below staff)
Tenor I	Db3 (3rd line bass clef)	Ab3 (5th line bass clef)
Tenor II	C3 (2nd space bass clef)	F3 (4th line bass clef)
Bass I	G2 (1st line bass)	Eb3 (3rd space bass)
Bass II	F2 (below bass staff)	D3 (3rd line bass)

Vocalise for the 2026 All-State Choir Audition

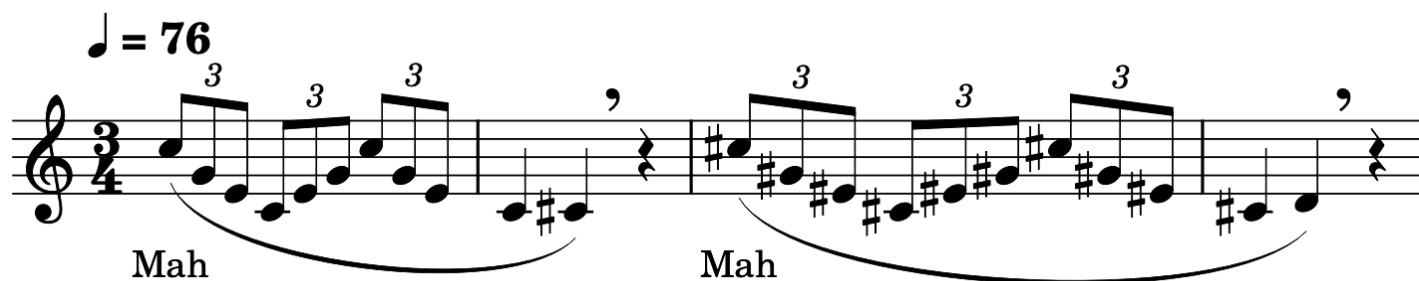
Sing the chromatic arpeggio pattern 8-5-3-1-3-5-8-5-3-1 using one legato syllable Mah, in eighth note triplets at the tempo of 76mm. At the end of the Mah pattern, sing modulation up a half step, then take a breath and repeat the pattern for a total of 6 times.

Starting pitches for Vocalise

Soprano	C (third space on the treble staff)
Alto	G (2nd line on the treble staff)
Tenor	C (middle C)
Bass	G (fourth space of the bass clef)

Soprano Example:

$\text{♩} = 76$



Mah

Mah



Note: Tenors and Basses.

There is a 3 part split in measure 4.

Tenor 1 goes up to the E

Tenor 2 & Bass 1 take the middle note B

Bass 2 takes the lower note E.

Return to standard Tenor/Bass split in following measure

Lift Every Voice and Sing

2026 Wyoming All State Excerpt 1

J. Rosamond Johnson / Roland Carter
starting at measure 21

♩ = 56

Soprano
Liftev'-ry voice and sing a song of hope; Fac-ing theris-ing

Alto
Liftev'-ry voice and sing a song of hope; Fac-ing theris-ing

Tenor/Bass
Sing a song full of the hope that the present has brought us; Fac-ing theris-ing

sf *f* *poco a poco accel.*

S.
sun - Of our new day be - gun, Let us march on, let us march on till vic-to-

A.
sun - Of our new day be - gun, Let us march on, let us march on till vic-to-

T/B
sun - Of our new day be - gun, Let us march on, Let us march on till vic-to-

See Note above

S.
- ry - - is won.

A.
- ry - - is won.

T/B
- ry - - is won.



Sing Unto God

From 'Judas Maccabaeus'
2026 Wyoming All State Excerpt 2

Handel / Condie
starting at measure: 22

Allegro
mf

Soprano
Sing un - to God, and high af - fections raise, To crown this con-quest with

Alto
Sing un - to God, and high af - fec - tions raise, To crown this con-quest with

Tenor
Sing un - to God, and high af - fections raise, To crown this con-quest with

Bass
f
Sing un - to God, and high af - fec - tions - raise, To crown this con-quest with

S. *mp* *cresc.*
un - mea sur'd praise with un - mea - sur'd with

A. *mp* *cresc.*
un - mea - sur'd praise, - - un - mea - sur'd, with

T. *mp* *cresc.*
un - mea - sur'd praise, with un - mea - sur'd, with

B.
un - mea - sur'd praise, - - - -



2

S. *f*
un - mea - sur'd praise - - ,

A. *f*
un - mea - sur'd praise, - - - -

T. *f*
un - mea - sur'd praise with un - mea - sur'd praise, - -

B. *f*
- - - , with un - mea - sur'd priase, with

S. - - - -

A. - - - - ,

T. - - - ,

B. un - mea - sur'd praise,



Wyoming All State Choir

	Excellent <i>5 Points</i>	Good <i>4 Points</i>	Satisfactory <i>3 Points</i>	Fair <i>2 Points</i>	Poor <i>1 Points</i>
Pitch Accuracy /Intonation	The student consistently sings with precise pitch accuracy, maintaining perfect alignment with the intended pitch center throughout the performance.	The student generally sings with accurate pitch, with occasional minor deviations that do not significantly detract from the overall tonal quality of the performance.	The student demonstrates adequate pitch accuracy, with noticeable but manageable deviations from the intended pitch center. Some sections may require slight adjustments.	The student struggles with maintaining consistent pitch accuracy, with frequent deviations from the intended pitch center that negatively impact the overall tonal quality of the performance.	The student consistently sings with poor pitch accuracy, with significant and distracting deviations from the intended pitch center throughout the performance.
Tone Quality	The student produces a rich, resonant, and balanced tone quality, characterized by clarity, warmth, and depth throughout the performance.	The student demonstrates a strong and well-rounded tone quality, with clarity, warmth, and depth present in most sections of the performance.	The student maintains an adequate tone quality, with generally clear and warm vocal production, though some sections may lack consistency or depth.	The student struggles with producing consistent tone quality, with noticeable weaknesses in clarity, warmth, or depth, resulting in an uneven vocal sound.	The student exhibits poor tone quality, with significant weaknesses in clarity, warmth, and depth, leading to a thin, harsh, or muffled vocal sound.
Clarity of Diction	The student enunciates with exceptional clarity, ensuring that each word and syllable is clearly audible and intelligible to the listener. Vowels and consonants are articulated precisely, enhancing the overall clarity of the text.	The student enunciates with good clarity, with most words and syllables being clearly audible and intelligible to the listener. Vowels and consonants are generally articulated accurately, contributing to the overall clarity of the text.	The student enunciates with adequate clarity, with most words and syllables being audible and intelligible to the listener. Some minor inconsistencies in pronunciation or articulation may be present but do not significantly detract from the overall clarity of the text.	The student struggles to enunciate with consistent clarity, with some words and syllables being less audible or intelligible to the listener. Pronunciation and articulation may be inconsistent, leading to occasional difficulties in understanding the text.	The student lacks clarity in enunciation, with many words and syllables being difficult to discern or understand. Pronunciation and articulation are inconsistent or inaccurate, severely impacting the intelligibility of the text.
Vowel Shape	The student demonstrates exceptional consistency in vowel production, with all maintaining consistent vowel shapes and resonance levels throughout the performance. Vowel sounds remain uniform and resonant across various dynamics and musical phrases.	The student exhibits strong consistency in vowel production, with most maintaining consistent vowel shapes and resonance levels throughout the performance. Vowel sounds remain generally uniform and resonant across various dynamics and musical phrases.	The student maintains adequate consistency in vowel production, with most maintaining generally consistent vowel shapes and resonance levels throughout the performance. Some minor fluctuations in consistency may be present but do not significantly impact the overall cohesion of the sound.	The student struggles to maintain consistent vowel production, with some exhibiting noticeable fluctuations in vowel shapes and resonance levels throughout the performance. Inconsistencies in vowel production disrupt the overall cohesion of the sound.	The student lacks consistency in vowel production, with many exhibiting significant fluctuations in vowel shapes and resonance levels throughout the performance. Inconsistencies in vowel production severely disrupt the overall cohesion of the sound.
Adherence to Musical Notation/Part Accuracy	The student accurately follows the musical notation, singing each note of the part as written and adhering closely to the rhythm, and articulation markings specified in the score.	The student generally follows the musical notation accurately, with most notes of the song as written and adhering closely to the rhythm, and articulation markings specified in the score. Some minor deviations may be present but do not significantly impact the overall melodic accuracy.	The student maintains adequate adherence to the musical notation, with most notes sung as written and generally adhering to the rhythm, and articulation markings specified in the score. Some noticeable deviations may be present but do not severely detract from the overall melodic accuracy.	The student struggles to adhere to the musical notation, with frequent deviations from the written music and has difficulties maintaining alignment with the rhythm, and articulation markings specified in the score. Deviations from the musical notation detract from the overall melodic accuracy of the performance.	The student fails to adhere to the musical notation, with many notes of the part sung inaccurately or significantly deviating from the written score. Alignment with the rhythm, and articulation markings specified in the score is inconsistent or absent, severely undermining the overall melodic accuracy of the performance.

2026 Wyoming All-State Choir Audition



	Excellent 5 Points	Good 4 Points	Satisfactory 3 Points	Fair 2 Points	Poor 1 Point
Rhythmic Accuracy	The student demonstrates exceptional accuracy in rhythm, accurately performing rhythmic patterns as written with precision and consistency. The student demonstrates precise rhythmic timing throughout the performance.	The student exhibits strong accuracy in rhythm, with most accurately performing rhythmic patterns as written. Minor deviations may be present, but they do not significantly detract from the overall rhythmic accuracy of the performance.	The student maintains adequate accuracy in rhythm, with most performing rhythmic patterns reasonably accurately. Some noticeable deviations may be present, but they do not severely impact the overall rhythmic accuracy of the performance.	The student struggles to maintain consistent accuracy in rhythm, with frequent errors in performing rhythmic patterns that disrupt the overall rhythmic integrity of the performance. Deviations in rhythm are noticeable and detract from the overall quality of the performance.	The student lacks accuracy in rhythm, with many errors in performing rhythmic patterns that severely undermine the overall rhythmic integrity of the performance. Deviations in rhythm are prominent and result in a disjointed and unconvincing performance.
Dynamic Contrast	The student demonstrates exceptional contrast in dynamics, effectively highlighting the differences between loud and soft passages to create compelling musical contrasts. Dynamic changes are executed with precision and clarity, enhancing the overall expressiveness of the performance.	The student exhibits strong contrast in dynamics, effectively distinguishing between loud and soft passages to create musical interest and variety. Dynamic changes are generally executed with precision, contributing to the overall expressiveness of the performance.	The student maintains adequate contrast in dynamics, with noticeable attempts to differentiate between loud and soft passages to create musical variation. Some dynamic changes may be less precise, but overall, there is a reasonable attempt to convey expressiveness through dynamics.	The student struggles to maintain consistent contrast in dynamics, with limited differentiation between loud and soft passages that diminishes the musical variation and interest. Dynamic changes may be inconsistent or poorly executed, resulting in a lack of clarity in the expressiveness of the performance.	The student lacks contrast in dynamics, with little to no differentiation between loud and soft passages that severely diminishes the musical variation and interest. Dynamic changes are disjointed and poorly executed, resulting in a lack of expressiveness and musical depth.
Breath Support	The student demonstrates exceptional control over their breath, maintaining consistent and appropriate airflow throughout the performance. Phrasing is smooth and well-supported, with seamless transitions between phrases.	The student displays strong control over their breath, generally maintaining consistent airflow and providing adequate support for phrases. Some minor fluctuations in breath control may be present but do not significantly detract from the overall performance.	The student exhibits adequate control over their breath, with generally consistent airflow and support for phrases. However, occasional inconsistencies in breath control may be noticeable, impacting the overall quality of the performance.	The student struggles to maintain consistent control over their breath, resulting in noticeable fluctuations in airflow and support for phrases. Breath management issues detract from the overall cohesion and effectiveness of the performance.	The student lacks control over their breath, leading to significant fluctuations in airflow and insufficient support for phrases. Breath management issues severely detract from the overall quality and coherence of the performance.
Tempo Consistency	The student maintains a consistent tempo throughout the performance, demonstrating precise rhythmic control and unity among . Tempo changes, if any, are deliberate and executed with seamless transitions.	The student generally maintains a consistent tempo, with minor fluctuations that do not significantly disrupt the overall rhythmic integrity of the performance. Tempo changes, if any, are managed effectively.	The student maintains an adequate tempo for the majority of the performance, with occasional fluctuations that may briefly disrupt rhythmic cohesion. Tempo changes, if any, are managed adequately but may lack consistency.	The student struggles to maintain a consistent tempo, with noticeable fluctuations that disrupt rhythmic cohesion and may lead to moments of instability. Tempo changes, if any, are poorly executed.	The student fails to maintain a consistent tempo, with frequent and significant fluctuations that severely disrupt rhythmic integrity and coherence throughout the performance. Tempo changes, if any, are chaotic and poorly executed.