

Wheaton Conservatory of Music

2010 SUPPLEMENT *for* INTERNATIONAL STUDENTS

Thank you for your interest in the Wheaton Conservatory of Music! We are pleased you are applying and look forward to working with you throughout the application and audition process.

This supplement contains the additional questions and recommendations that are required for your International Conservatory of Music application. These are in addition to the requirements listed in the International Application. *All materials are due to the Admissions Office by the application deadline dates.*

CONSERVATORY DEADLINES 2009-2010

APPLICATION TYPE	APPLICATION DEADLINE	AUDITION DEADLINE	DECISION BY	REPLY DATE
FRESHMEN				
Early Action	November 1	December 5	December 31	May 1
Regular Action	January 10	February 27	April 1	May 1
TRANSFERS				
Fall Semester	March 1	March 1	Beginning April 1	May 1

Music Information Profile

Complete this form, found on pages 2 and 3, and mail or fax it to the Admissions Office as soon as possible.

Recorded Audition

Please see pages 8 and 9 for audition instructions. On-campus auditions are strongly recommended, and are required for candidates living within 350 miles of campus. Applicants living more than 350 miles from campus may submit a recorded audition, using DVD or CD format. The recording should not be edited or spliced. Please announce each piece before it is performed, allowing sufficient breaks between movements and selections. Repertoire requirements for recorded auditions are identical to those conducted on campus. Note: Instrumentalists should play no more than two scales and two arpeggios (four total). Mail the recording to the Admissions Office. The deadlines for recorded auditions are November 1 for Early Action and January 10 for Regular Action.

Two Music Recommendations

These forms are found on pages 4 through 7. One of the recommendations must come from your private lesson instructor. The instructors completing the recommendations should send them directly to the Admissions Office.

Additional Requirements for Specific Majors

- Piano Majors:** Submit a repertoire list of significant works studied over the last four years.
- Composition and Media/Film Music Majors:** In addition to the performance audition, prepare a portfolio of at least three works showing a variety of performance media. At least one of the scores must be hand written. Include a recording of the works.
- Music History Majors:** Submit a 500-750 word paper demonstrating both writing skills and interest in historical music.

Please contact us if you have any questions.



Admissions Office
Wheaton College
501 College Avenue
Wheaton, IL 60187-5593
USA

800-222-2419
(630) 752-5005 x3
music@wheaton.edu
www.wheaton.edu/music

International Supplement
Wheaton College (IL) — Conservatory of Music
MUSIC INFORMATION PROFILE (To be completed by applicant)

Name _____ Wheaton ID # _____
Last First Middle If known

Address _____
Number & Street City State Zip

Primary Instrument or Voice Type _____

MAJOR CHOICE (Select only one)

- Bachelor of Music in Performance
- Bachelor of Music in Composition (Composition portfolio required)
- Bachelor of Music in Music History and Literature (Essay required)
- Bachelor of Music Education
- Bachelor of Music with Emphasis in a Music Related Field (Indicate emphasis.)
 - Collaborative Piano
 - Media/Film Music (Composition portfolio required)
 - Conducting
 - Pedagogy
- Bachelor of Music with Elective Studies in an Outside Field (Indicate elective track.)

<input type="checkbox"/> Arts Ministries	<input type="checkbox"/> Math/Computer Science	<input type="checkbox"/> Socio-Cultural Studies
<input type="checkbox"/> Biblical and Theological Studies	<input type="checkbox"/> Media	<input type="checkbox"/> Theater
<input type="checkbox"/> Business	<input type="checkbox"/> Modern Languages	<input type="checkbox"/> Third World Studies
<input type="checkbox"/> Christian Education & Ministry	<input type="checkbox"/> Pre-Law	<input type="checkbox"/> Alternate field
<input type="checkbox"/> English	<input type="checkbox"/> Psychology	(design your own)

CAREER GOALS

Why do you want to major in music, and what career goals do you have? _____

Music Education Majors only: What are your primary reasons for wanting to become a teacher? _____

AUDITION

- I plan to come to Wheaton for an audition.
- I plan to submit a recorded audition.

Applicants for the following instruments will audition on the dates listed below: **Bassoon, Euphonium, Organ, Percussion, Piano, Trombone, Trumpet, Tuba, Violin and Voice.** Applicants for the following instruments will audition on an alternate day* depending on instructor availability: **Cello, Clarinet, Doublebass, Flute, Guitar, Harp, Horn, Oboe, Saxophone, and Viola.** Please do not make travel reservations until you have confirmed your audition time.

I plan to audition on: 11/14 12/5 1/16 2/6 2/27 *Alternate day (selected instruments)
 Refer to www.wheaton.edu/music for audition requirements by instrument.

INSTRUMENTAL/VOCAL TRAINING

Audition Instrument	Total Years Studied	Years of Private Lessons	Secondary Instrument	Total Years Studied	Years of Private Lessons
1. _____	_____	_____	2. _____	_____	_____

PIANO MAJORS: Please submit a repertoire list of significant works studied in the last four years on a separate sheet.

NON-PIANO MAJORS: Please indicate the number of years you have studied piano: None 2 years or less More than 2 years
 How many years of private lessons have you had? _____

MUSIC INFORMATION PROFILE

Student's Name _____

ACADEMIC MUSIC STUDIES

Which of the following subjects have you studied in high school or with your private teacher?

- Music Theory AP Theory Sight Singing Music History/Appreciation Other

Other Music courses _____

Which, if any, of the following college-level subjects have you studied?

- Music Theory Aural Skills Sight Singing Music History Other

ENSEMBLE EXPERIENCE

	NUMBER OF YRS.		NUMBER OF YRS.
<input type="checkbox"/> All State Band	_____	<input type="checkbox"/> High School Glee Club/Choir	_____
<input type="checkbox"/> All State Choir	_____	<input type="checkbox"/> High School Orchestra	_____
<input type="checkbox"/> All State Orchestra	_____	<input type="checkbox"/> Jazz/Stage Band	_____
<input type="checkbox"/> Chamber Ensembles	_____	<input type="checkbox"/> Youth/Community Band	_____
<input type="checkbox"/> Church Choir/Worship Team	_____	<input type="checkbox"/> Youth/Community Orchestra	_____
<input type="checkbox"/> High School Band	_____		

SOLO EXPERIENCE

Briefly describe your solo performance experiences (appearances in recitals, with orchestras, in church, in operas or musicals, etc.)

MUSIC CAMP/FESTIVAL EXPERIENCE

List any performance activities, internships, summer camps, music festivals, etc.

International Supplement
Wheaton College (IL) — Conservatory of Music
Private Teacher
MUSIC RECOMMENDATION #1

PART I — TO BE COMPLETED AND SIGNED BY APPLICANT

Wheaton ID # (if known) _____ Date of Birth _____

Name of Applicant _____
Last First Middle

Address _____
Number & Street City State Zip Code Country

I am applying (check one): Early Action Freshman Regular Action Freshman Spring Transfer Fall Transfer

APPLICANT'S WAIVER OF RIGHT OF ACCESS TO CONFIDENTIAL STATEMENT:
 I hereby voluntarily waive my right of access to any information contained on this recommendation form and agree that the statement shall remain confidential.

Applicant's Signature _____ Date _____

PART II — TO BE COMPLETED BY THE PRIVATE TEACHER OF YOUR PRIMARY INSTRUMENT

This form is due in the Wheaton College Admissions Office by:

Early Action: November 1 **Regular Action:** January 10 **Spring Transfers:** October 1 **Fall Transfers:** March 1

The student whose name is listed above has applied to the Wheaton Conservatory of Music to pursue a degree program in music. We value your comments highly and ask that you give a full and candid assessment so that fair consideration may be given to the applicant. *An incomplete or late report may lessen this applicant's chances for admission.*

1. How long have you known the applicant in this relationship? _____
2. In what area or instrument is the applicant most proficient? _____
3. In what other areas does the applicant perform, and what is your estimate of his/her ability? _____

4. Please rate the applicant by checking the characteristics listed below:

<p>MUSICAL TALENT Innate potential in music</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding ability <input type="checkbox"/> Good ability <input type="checkbox"/> Some musical ability <input type="checkbox"/> Little musical ability</p>
---	--

<p>MUSICAL FEELING Artistry, sensitivity, imagination</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding imagination and understanding <input type="checkbox"/> Good imagination and understanding <input type="checkbox"/> Some imagination and insight <input type="checkbox"/> Dull, unimaginative</p>
---	---

<p>TECHNIQUE Ability in performance — accuracy, dexterity</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Facile and extremely accurate <input type="checkbox"/> Very good facility <input type="checkbox"/> Generally accurate <input type="checkbox"/> Frequent inaccuracies</p>
---	---

<p>PITCH PERCEPTION</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding pitch perception <input type="checkbox"/> Good pitch perception <input type="checkbox"/> Some pitch perception <input type="checkbox"/> Little pitch perception</p>
--	--

<p>SENSE OF RHYTHM</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding sense of rhythm <input type="checkbox"/> Good sense of rhythm <input type="checkbox"/> Some sense of rhythm <input type="checkbox"/> Little sense of rhythm</p>
---	--

<p>SIGHT READING</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Reads accurately and quickly <input type="checkbox"/> Reads moderately well <input type="checkbox"/> Reads poorly and slowly</p>
---	--

MUSIC RECOMMENDATION #1

Student's Name _____

CREATIVE ABILITY

Composing, Arranging, Improvisation

No basis for judgment

- Decided creative ability
 Some creative ability
 Little creative ability

LESSON PREPARATION

No basis for judgment

- Thorough in lesson preparation
 Fairly consistent in preparation
 Careless in practicing

COMPOSURE IN PERFORMANCE

No basis for judgment

- Composed during public performance
 Somewhat nervous during public performance
 Extremely nervous during public performance

6. (For Freshman Candidates) Does the applicant possess a working knowledge of the basic fundamentals of music, such as keys, key signatures, musical signs, symbols and terminologies? _____

(For Transfer Students) Please give a general indication of this student's ability in the field of theory and music history.

7. Personal Characteristics — Please rate the following:

SUPERIOR VERY GOOD AVERAGE BELOW AVERAGE

PERSONAL PRESENTATION

Appearance, voice, poise, manners

MORAL, ETHICAL, SPIRITUAL VALUES

Integrity, loyalty, character

RESOURCEFULNESS

Initiative, industry, motivation

ABILITY TO THINK AND ACT

Intelligence, judgment, insight

LEADERSHIP ABILITY

Ability to get along with others, tact, enthusiasm

EMOTIONAL STABILITY

Self control, consistency

Please use this space for other comments you wish to make. _____

Name _____ Position _____

School/College _____ Telephone Number _____

Address _____

Signature _____ Date _____

Thank you for completing this recommendation.

Please keep a copy for your records. Be sure both sides have been completed and return to the applicant (in a sealed envelope, signed across the flap) or to:
Admissions Office, Wheaton College, 501 College Avenue, Wheaton, IL 60187-5593

International Supplement
Wheaton College (IL) — Conservatory of Music
Other Teacher
MUSIC RECOMMENDATION #2

PART I — TO BE COMPLETED AND SIGNED BY APPLICANT

Wheaton ID # (if known) _____ Date of Birth _____

Name of Applicant _____
Last First Middle

Address _____
Number & Street City State Zip Code Country

I am applying (check one): Early Action Freshman Regular Action Freshman Spring Transfer Fall Transfer

APPLICANT'S WAIVER OF RIGHT OF ACCESS TO CONFIDENTIAL STATEMENT:
 I hereby voluntarily waive my right of access to any information contained on this recommendation form and agree that the statement shall remain confidential.

Applicant's Signature _____ Date _____

PART II — TO BE COMPLETED BY ANOTHER MUSIC TEACHER
 (Private teacher, orchestra conductor, choral director, etc.)

This form is due in the Wheaton College Admissions Office by:
Early Action: November 1 **Regular Action:** January 10 **Spring Transfers:** October 1 **Fall Transfers:** March 1

The student whose name is listed above has applied to the Wheaton Conservatory of Music to pursue a degree program in music. We value your comments highly and ask that you give a full and candid assessment so that fair consideration may be given to the applicant. *An incomplete or late report may lessen this applicant's chances for admission.*

1. How long have you known the applicant in this relationship? _____
2. In what area or instrument is the applicant most proficient? _____
3. In what other areas does the applicant perform, and what is your estimate of his/her ability? _____

4. Please rate the applicant by checking the characteristics listed below:

<p>MUSICAL TALENT Innate potential in music</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding ability <input type="checkbox"/> Good ability <input type="checkbox"/> Some musical ability <input type="checkbox"/> Little musical ability</p>
---	--

<p>MUSICAL FEELING Artistry, sensitivity, imagination</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding imagination and understanding <input type="checkbox"/> Good imagination and understanding <input type="checkbox"/> Some imagination and insight <input type="checkbox"/> Dull, unimaginative</p>
---	---

<p>TECHNIQUE Ability in performance — accuracy, dexterity</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Facile and extremely accurate <input type="checkbox"/> Very good facility <input type="checkbox"/> Generally accurate <input type="checkbox"/> Frequent inaccuracies</p>
---	---

<p>PITCH PERCEPTION</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding pitch perception <input type="checkbox"/> Good pitch perception <input type="checkbox"/> Some pitch perception <input type="checkbox"/> Little pitch perception</p>
--	--

<p>SENSE OF RHYTHM</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Outstanding sense of rhythm <input type="checkbox"/> Good sense of rhythm <input type="checkbox"/> Some sense of rhythm <input type="checkbox"/> Little sense of rhythm</p>
---	--

<p>SIGHT READING</p> <p><input type="checkbox"/> No basis for judgment</p>	<p><input type="checkbox"/> Reads accurately and quickly <input type="checkbox"/> Reads moderately well <input type="checkbox"/> Reads poorly and slowly</p>
---	--

MUSIC RECOMMENDATION #2

Student's Name _____

CREATIVE ABILITY

Composing, Arranging, Improvisation

No basis for judgment

Decided creative ability

Some creative ability

Little creative ability

LESSON PREPARATION

No basis for judgment

Thorough in lesson preparation

Fairly consistent in preparation

Careless in practicing

COMPOSURE IN PERFORMANCE

No basis for judgment

Composed during public performance

Somewhat nervous during public performance

Extremely nervous during public performance

6. (For Freshman Candidates) Does the applicant possess a working knowledge of the basic fundamentals of music, such as keys, key signatures, musical signs, symbols and terminologies? _____

(For Transfer Students) Please give a general indication of this student's ability in the field of theory and music history.

7. Personal Characteristics — Please rate the following:

_____ SUPERIOR VERY GOOD AVERAGE BELOW AVERAGE

PERSONAL PRESENTATION

Appearance, voice, poise, manners

MORAL, ETHICAL, SPIRITUAL VALUES

Integrity, loyalty, character

RESOURCEFULNESS

Initiative, industry, motivation

ABILITY TO THINK AND ACT

Intelligence, judgment, insight

LEADERSHIP ABILITY

Ability to get along with others, tact, enthusiasm

EMOTIONAL STABILITY

Self control, consistency

Please use this space for other comments you wish to make. _____

Name _____ Position _____

School/College _____ Telephone Number _____

Address _____

Signature _____ Date _____

Thank you for completing this recommendation.

Please keep a copy for your records. Be sure both sides have been completed and return to the applicant (in a sealed envelope, signed across the flap) or to:

Admissions Office, Wheaton College, 501 College Avenue, Wheaton, IL 60187-5593

Audition Instructions

An audition is required for those applying to the Conservatory of Music. On campus auditions are required if you live within 350 miles of campus and recommended for all. The requirements that follow are for Performance Majors (levels adjusted for other music degrees). Repertoire equivalent in difficulty is acceptable. Memorization is required for Piano and Voice auditions and recommended for all others.

BASSOON Major and harmonic minor scales through four sharps and four flats; an etude that provides a good representation of technical development such as one of the Weissenborn Advanced Studies. A solo work demonstrating maturity as a musician: inclusion of both fast and slow movements preferred.

CELLO Three octave major and harmonic minor scales through four sharps and four flats; an etude of the applicant's choice; a first movement of a concerto, such as Haydn C Major or Boccherini Bb Major, or a work of comparable difficulty; a movement of a J.S. Bach suite; memorization is encouraged.

CLARINET Major and harmonic minor scales through four sharps and four flats (two octaves, tongued) E, F and G scales should be three octaves. Two etudes of contrasting styles: one demonstrating technical development, the other a slow etude from the Rose 32 Etudes. One solo piece such as: Weber Concertino, Weber Concerto No 1 or 2 (one movement), Osborne Rhapsody, a Stamitz Concerto (one movement), or any work equivalent in difficulty.

DOUBLEBASS Three two-octave scales and one three-octave scale. An etude of the applicant's choice, representing the highest level of technical achievement; two compositions of the applicant's choice, at least of the difficulty level of the Eccles Sonata, or a concerto first movement; an orchestral excerpt, Mozart or Beethoven are recommended.

EUPHONIUM Major scales A flat, D flat, G flat, B and chromatic scale through two octaves. An etude from Rochuet/Bordogni Melodious Etudes or equivalent. A technical etude from Tyrell, Kopprasch or Arbans. A solo such as Andante and Allegro by Barat, or Sonatina by Hutchinson.

FLUTE Prepare either: Exercise E#4, in its entirety, from Taffanel-Gaubert – 17 Grands Exercices Journaliers de Mecanisme – or- a complete exercise from Reichert – Seven Daily Exercises, op.5. Prepare an Etude or Caprice by Anderson, Berbiguier or Karg Elert. Prepare a work of your choice and one complete work by Bach, Mozart, or Handel.

GIUITAR Etudes by Brouwer, Sor, Ca-cassi, Carulli, Giuliani or Aguado. Two contrasting pieces - one piece, slower in tempo, should demonstrate an ability to shape phrases and control rubatos, tenutos and dynamics. The second piece, faster in tempo, should demonstrate a technical command of scales, arpeggios, slurs, shifts, etc. Any dances from the Lute works or Cello works of J.S. Bach will be especially valuable at the audition, although not required. Please contact the Conservatory Admissions Counselor for more detailed instructions with suggested repertoire.

HARP Scales and Tonic Glissandos in all Keys. Etudes such as Salzedo: Conditioning Exercises for Harp or Salzedo/Lawrence: Method for the Harp. Two contrasting pieces such as: Sonata in C minor by Peschetti, Sonatina I, II by Dusek, The Harmonious Blacksmith by Handel/Salzedo, Impromptu Caprice by Pierne, A Ceremony of Carols by Britten, Concerto in B Flat by Handel or any of the following pieces by Salzedo: Suite of Eight Dances, Song in the Night, Tango or Rhumba.

HORN Three pieces of contrasting styles by different composers and periods. Please demonstrate range, technique, lyrical style and dynamic contrast. Those auditioning for performance should prepare several varied orchestral excerpts.

OBOE Major and harmonic minor scales through four sharps and four flats. Two pieces in contrasting styles by different composers and periods. Etudes by Barret or Ferling and movements from concertos or solos from the standard repertoire are all acceptable. Choose repertoire that demonstrates an understanding of style, musical interpretation, dynamics, range and technique. Performance majors should also prepare two orchestral excerpts.

ORGAN Two organ works of contrasting periods and styles: one fast and articulate, and the other slow and lyrical, demonstrating the student's best efforts and abilities. Piano proficiency is required. Students with no previous organ study may elect to audition on piano with pieces such as 1) two J.S. Bach Two- or Three-part Inventions, 2) a fast movement from a Classical sonata (Haydn, Mozart, Beethoven, et al.), 3) a Romantic or 20th-century work.

PERCUSSION Performance on snare drum, keyboard percussion, and timpani. Any solo, etude, or excerpt that best reflects the student's experience and ability as a percussionist in these areas will be accepted.

Audition Instructions (continued)

PIANO (Bachelor of Music in Performance) Three compositions: 1) a Bach three-part Sinfonia or a Prelude and Fugue from the Well-Tempered Clavier; 2) an Allegro movement from a sonata by Haydn, Mozart, or Beethoven (achievement level of at least Haydn D Major, Hob.XVI:37, Mozart K. 282 or Beethoven Op. 79); 3) either a nineteenth or a twentieth century work (achievement level of at least Schubert Impromptu, Op. 142 No. 2, Bartok Sonata, or Debussy Arabesque). Prepare four major and four harmonic minor scales. Two should begin on a black note and two on a white note. Each must be performed over a four-octave span, hands together, minimum quarter note = 84, 4 notes per beat. Major and minor triad arpeggios in the same sharp and flat keys, four-octave span, hands together, minimum quarter note = 72, 4 notes per beat. Applicants must also submit a repertoire list of significant works performed over the last four years. Your music must be memorized.

PIANO (All other music degrees) Three compositions: 1) a Bach two-part Invention; 2) an Allegro movement from an easier sonata by Haydn, Mozart, or Beethoven (achievement level of at least Beethoven Op. 49 No. 1 or Mozart K. 545); 3) either a 19th or 20th century work (achievement level of at least Chopin Prelude Op. 28 No. 6, Schumann Scenes of Childhood, Roy Harris Little Suite, Kabalevsky Sonata Op. 13 No. 1) Prepare four major and four harmonic minor scales. Two should begin on a black note and two on a white note. Each must be performed over a four-octave span, hands together, minimum quarter note = 72, 4 notes per beat. Major and minor triad arpeggios in the same sharp and flat keys, four-octave span, hands together, minimum quarter note = 60, 4 notes per beat. Applicants must also submit a repertoire list of significant works performed over the last four years. Your music must be memorized.

SAXOPHONE Major and harmonic minor scales through four sharps and four flats; these scales should be played the full range of the instrument. Chromatic scale throughout the full range of the instrument. Two etudes of contrasting styles: one demonstrating technical development, the other a slow etude. (i.e. the Ferling Studies.) These studies should demonstrate the fullest extent of the student's musical development. A major work: Glazounov Concerto, Creston Sonata or a piece of equal difficulty.

TROMBONE All major and chromatic scales, two octaves. Select two etudes and one solo that demonstrates ability to play in time, in tune, with a characteristic sound, in a variety of styles including legato and marcato. Also be prepared to sightread and be able to read in alto and tenor clefs. Suggested repertoire includes but should not be limited to: Rochuet/Bordogni - Melodious Etudes, Tyrell, Kopprasch, Arbans, Blazhevich - Studies in Clefs, Guilmant - Morceau Symphonique, David, Larsson, Saint-Saens and Galliard. Repertoire suggestions for bass trombonists include: Lebedev, McCarty, Three Easy Pieces by Hindemith, or Concertino by Lieb.

TRUMPET Three contrasting solos (selected excerpts are fine). Choose repertoire that demonstrates understanding of style, interpreta-

tion and phrasing as well as tone quality, dynamics, range, and technique. Performance majors should also include three orchestral excerpts.

TUBA Major scales A flat, D flat, G flat, B and chromatic scale through two octaves. A legato etude from Concone, Fink or Bordegni/Rochnet. A technical etude from Tyrell, Kopprasch or Arbans. A solo such as Suite for Tuba by Hadad, Concertino by Frackenpuhl, Air and Bouree by Bach, Adagio and Allegro by Telemann.

VIOLA Scales and Arpeggios: D major and D minor (harmonic or melodic) 3-octave scales and arpeggios to be played slurring three notes at a time. One etude from Druetzer, Mazas, Campagnoli, or Fuchs. Two contrasting movements from either: Bach – Cello Suites, Violin Sonatas and Partitas, or Telemann – Fantasies, or M. Reger Suite No I in G minor. One movement from a substantial work such as: Hoffmeister-Concerto in D Major (mvt I), Stamitz- Concerto in D Major (mvt I or III), Bloch- Suite Hebraique (mvt I), J.C Bach-Concerto (mvt I or III), Hindemith- Trauermusik (all mvts), Hindemith- Der Schwanendreher (mvt I or II), Schumann- Fairy Tales (any mvt), Schubert- Arpeggione Sonata (any mvt), Walton- Concerto for Viola (mvt I), Bartok- Concerto for Viola (mvt I), Brahms- Sonatas Op. 120 No. 1 or 2 (any mvt), Bruch-Romance.

VIOLIN Three octave major and melodic minor scales and arpeggios through four sharps and four flats; a movement of a solo Bach sonata or partita; an etude, such as Kreutzer, Dont or Rode; a first movement of a standard concerto, such as Mozart, Mendelssohn, Bruch, Lalo, Barber, or another of comparable difficulty; memorization is encouraged; applicants are welcome to demonstrate any work they may have done in improvisation or composition.

VOICE Three songs of contrasting nature, sung from memory: 1) an Italian, German or French art song; 2) an American or British art song; 3) own choice. Tonal quality, pitch perception, and poetic sense will be evaluated along with sight singing and rhythm. An accompanist is provided for all voice auditions.

RECORDED AUDITIONS

On-campus auditions are strongly recommended and are required for candidates living within 350 miles of campus. Applicants living more than 350 miles from campus may submit a recorded audition, if necessary, using DVD or CD format. The recording should not be edited or spliced. Please announce each piece before it is performed, allowing sufficient breaks between movements and selections. Repertoire requirements for recorded auditions are identical to those conducted on campus. Note: Instrumentalists should play no more than two scales and two arpeggios (four total). Mail the recording to:

Admissions Office
Wheaton College, 501 College Avenue, Wheaton, IL 60187

The deadlines for recorded auditions are November 1 for Early Action and January 10 for Regular Action.