



Viking Scholar Instrumental Music Portfolio

Important Dates:

Application Opens: January 16, 2024

Application Deadline: January 31, 2024

Portfolio Deadline: February 29, 2024, Main Office

The interviews and performances will be scheduled during Friday, March 22, 2024

The Viking Scholar Recognition Reception is tentatively scheduled Friday, April 19, 2024 @ 1:15 p.m.

Step 1: Complete application and submit by the deadline. You will need to login to csd docs to complete this: [Click here for Application Link](#)

Step 2: You will receive a letter informing you whether you are moving on to the portfolio round.

Requirements for the Instrumental Music Portfolio:

Create a folder labeled with your name and “Instrumental Music Viking Scholar.” In the folder, include:

- A copy of the sheet music you will perform in the interview round
- A one-page, double-spaced typed response to the following prompt:
 - Why is music important to you? What role does music play in your life now? What role do you anticipate music playing in your life in the future? Why do you think you should be the Viking Scholar in instrumental music?

Submit your portfolio to the Main Office by February 24, 2023 by 3:00 PM. The performance of the music and interview will occur on the morning of March 24th.

Instrumental Music Viking Scholar Music Performance Requirements

Instrumental music students applying for the Viking Scholar in Music must prepare a solo (with or without accompaniment) of at least 12-16 measures. This must be classical or contemporary in nature (no popular music). Students must also be prepared to play scales.

Orchestra students may be asked to perform one major and one minor scale from the following list: F Major, d minor, C Major, a minor, G Major, e minor, D Major, b minor, A Major, or f# minor.

Band students may be asked to perform two of the following major scales: Concert E-flat, Concert B-flat, Concert F, Concert C, Concert G, or Concert D. Percussion students will be asked to demonstrate rudiments.

The solo performances will be judged in the areas of tone quality, intonation, rhythm and tempo, technique, musicality, and other performance factors such as appearance

and appropriate literature.

The rubric on the following page will be used to assess the solo performances.

	I	III	V
Tone Quality: Clarity, openness, resonance, and warmth	Open, rich, focused tone; clear, warm, resonant tone quality in all ranges and registers	Clarity and openness is present, but inconsistent; high-quality tone in most ranges and registers	Tone lacks full resonance; it is bright or harsh at times
Intonation: Pitch accuracy, adjustments	Pitch is consistent with printed music; adjustments are made instantly when necessary	Pitch is generally accurate with some minor errors; adjustments are not immediate	Many inaccuracies between the printed music and the performance; few adjustments are made
Rhythm/Tempo: Correct duration of notes, rests, and meter; steady pulse; appropriateness of tempo	Rhythmically accurate; steady beat maintained; tempos accurate to printed score	Occasional rhythmic errors; there is usually a steady beat; tempos vary from the printed score	Frequent rhythmic errors; beat is not steady, but varies; tempos are misinterpreted or fluctuate
Technique: Correct articulation; control of ranges; mechanical skill	Clear and distinct attacks, releases, phrasing, legato and staccato; smooth transitions between registers; student shows superior facility performing on the instrument	Some lapses in appropriate attacks, releases, phrasing, legato and staccato; musical elements present, but not consistent in all ranges; overall good performance	Musical elements inconsistent throughout all ranges and registers; lack of coordination; little control of instrument
Musicality: Dynamics; expression	Sizeable difference between soft and loud; emotion is used in playing;	Some difference between soft and loud; some expressive qualities	Mostly one dynamic level is used; very little expression or emotion is used
Performance factors: appearance; appropriate literature	Appearance and mannerisms do not detract from the performance; literature is appropriate genre and ability level of the student	Appearance is somewhat distracting; literature may be too easy or too difficult for the performer, or may be wrong genre	The individual lacks professionalism in their appearance; literature not appropriate in genre or difficulty level