A Practical Guide To Acting Auditions

THE SHOW MUST GO ON!

Suggestions to help you run fair, fun, fruitful auditions.

01 PICK THE RIGHT EXTRACT

Choose a short, accessible scene and share it in advance. Look for:

- Contrasting characters, emotions and speaking styles.
- A manageable amount of dialogue to learn.
- A line or reaction for every child to stay engaged.

TRY THIS: Swap roles so children can surprise you.

02 PLAN THE AUDITION

- Before: Print scripts, share songs and explain the roles.
- Warm up: Start with a game or group singing.
- Small groups: Keep performances brief and active.
- Rotate: Invite a second reading with new direction.
- Record: Make notes promptly, based on criteria.

WATCH FOR: Potential, not just polish.

03 SAMPLE AUDITION SCENE • THE PIED PIPER

MR BRANDT (shouting to MAYOR)
"I'll tell you what the problem is! The streets are so filthy we'll end up with the plague!"

CITIZENS (ALL) (big gasp, then frightened)
"The plague?"

MAYOR (hands on hips, dismissive)
"Nonsense! It won't come to that."

PETER'S MOTHER (anxiously)
"But it might! Rats bring germs into our houses!"

ALL CITIZENS: React with nods, folded arms, shrugs, worried looks or head-shaking.

04 SING & MOVE

- Sing: Group song → small groups → optional solo.
- Listen for pitch, rhythm, clarity and expression.
- Try a short movement phrase or character walk.
- Look for engagement, coordination and stage presence.

05 CAST WITH CARE

- Consider each role's specific demands.
- Value listening, teamwork and adaptability.
- Make practical adjustments for individual needs.
- Explain decisions kindly; celebrate ensemble roles.

PRINT AND USE AT YOUR AUDITION TABLE

SPOT THE POTENTIAL

A ready-to-use assessment sheet, plus a concise checklist for fair and supportive casting.

AUDITION RECORD • ONE SHEET PER CHILD

Child's name: _____

Role(s) considered: _____

WHAT TO NOTICE	1	2	3	4	5
Clear, expressive speaking	○	○	○	○	○
Character and emotional expression	○	○	○	○	○
Listening and reacting in role	○	○	○	○	○
Singing: pitch, rhythm, expression	○	○	○	○	○
Movement and stage presence	○	○	○	○	○
Responding to direction	○	○	○	○	○
Cooperation and enthusiasm	○	○	○	○	○

Strengths / possible roles / follow-up notes:

_____

THE FAIR-AUDITION CHECKLIST

- Script and song shared in good time.
- Reading / access needs supported.
- No pressure for a solo unless appropriate.
- Everyone gets a meaningful part to play.
- Observations kept private and secure.

QUICK DECISION GUIDE

Ask yourself:

- What did this child do especially well?
- What changed after gentle direction?
- Which role fits their strengths?
- How can they keep growing in the show?

GOLDEN RULE: Don't just look for the strongest first performance. Look for creativity, progress, commitment and the ability to work with others.

GROUP AUDITION

SPOT THEM IN THE MOMENT

Group auditions reveal teamwork and emerging talent; individual recalls give shortlisted children space to show their suitability for a role.

Production: _____ **Date:** _____

Group / class: _____ **Teacher:** _____

HOW TO USE

Write each child's name or ID as they perform. Jot a strength code, then circle Y / ? / N for recall. Use "Recall role" to plan the next audition.

CHILD / ID	PART TRIED	STRENGTH	RECALL	RECALL ROLE	QUICK NOTE
01			Y ? N		
02			Y ? N		
03			Y ? N		
04			Y ? N		
05			Y ? N		
06			Y ? N		
07			Y ? N		
08			Y ? N		
09			Y ? N		
10			Y ? N		
11			Y ? N		

STRENGTH CODES

V voice • C character • E expression • L listening
S singing • M movement • D responds to direction

RECALL SHORTLIST: Write row numbers / IDs to invite back: _____