

Name \_\_\_\_\_

Exam date \_\_\_\_\_



# MALLET PERCUSSION Self or Teacher ASSESSMENT of your exam performance



## SCALES

- (3) Played all smoothly, confidently - from memory! Student uses correct mallet techniques. May have a couple of ticked notes. (Knows key signatures) (Advanced students working toward Jr. Dist requirements)
- (2.5) Played all smoothly, confidently, from memory, with correct mallet technique, but with a few wrong notes. Knows key signatures. **OR-** All correct, but some hesitancy
- (2) Played in tempo but made a number of mistakes. **OR-** Played well, but not sure on all key signatures. **OR-** A few mistakes, but hesitant. **OR -** Played well but incorrect technique
- (1.5) Some well prepared; some not well prepared
- (1) Not able to play all of the required scales **OR-** Played required scales, but with many mistakes
- (0.5) Only able to play concert Bb scale, or one scale
- (0) Unable to play any scales

COMMENTS:



SCALE POINTS \_\_\_\_\_

## SIGHT- READING

- Max 3 points (simplified)     Max 4 points (more advanced)
- > **"Mistakes"** refers to the written counting as well as playing errors. <--
- (4) Took time to look piece over (as needed) and played the 4 point option perfectly - no mistakes. Counting written in correctly. Able to set up beat & speak counting.
- (3.5) Took time to look piece over and practice silently (as needed), then played the 4 point option with no more than two mistakes in either playing or written counting. Able to set up beat & speak counting.
- (3) Played easier exercise (3 pt. option) perfectly, Counting written in correctly and able to set up beat & speak counting. **OR-** Played the 4 point option with 3-4 mistakes. **OR-** Able to write in counting and accurately play the melody, but not able to set up beat & speak counting.
- (2.5) Played easier exercise (3 pt. option) with no more than 2 mistakes in either playing or written counting. **OR-** Played 4 point option with 5 or more errors. **OR-** Played melody well, but unable to intellectualize & write in counting correctly.
- (2) Performed the exercise with assistance. **OR-** Played the exercise with great difficulty. **OR-** needed assistance in counting.
- (1) Difficulty counting rhythms even with assistance. **OR-** Made many mistakes.
- (0) Unable to correctly count rhythms even with assistance.

COMMENTS:



SIGHT READING POINTS \_\_\_\_\_

## PREPARED MUSIC (optional)

- [ ] (3) All selections performed nearly perfectly with correct notes and rhythms and attention to details (dynamics, articulations and style) and played with a pretty, smooth tone. Selection demonstrates at least one contrast (fast/slow, style change, staccato/legato sections). May have a couple of small errors, but student knows where they were and can play it correctly on second try. Student uses correct mallet techniques
- [ ] (2.5) Selection demonstrates at least one contrast, uses correct mallet techniques & one of the following descriptions is accurate:
  - Selection mostly performed as described in (3), but with one problem section.
  - OR- Performed nearly perfectly in notes, rhythms and articulations, and played with a smooth, pretty tone, but missing some dynamics.
  - OR- Well played, but tone harsh or weak or stuffy or not standard tone for instrument.
- [ ] (2) One of the following descriptions is accurate:
  - A number of missed rhythms or sharps & flats or articulations.
  - OR- Most of the selection played quite well, with dynamics & details, but one or two spots where the tempo or technique really falls apart.
  - OR- Mostly played well, but no contrasts in selection.
  - OR- Played notes & rhythms accurately, but not musically (details: dynamics, beauty of tone, musical phrasing, style, etc.).
- [ ] (1.5) One of the following descriptions is accurate:
  - Quite a few spots with mistakes.
  - OR- Many small problems, such as with tempo, articulations or flow, that happen in numerous places throughout the piece
  - OR- Played musically (dynamics, beauty of tone, musical phrasing, style, etc.), but rhythms are not played as written (may be playing by ear instead of reading).
- [ ] (1) One of the following descriptions is accurate:
  - Lack of understanding of rhythms.
  - OR- Unable to play much of the selection.
- [ ] (0) One of the following descriptions is accurate:
  - Unable to play the majority of the selection, even at a very slow tempo.
  - OR- Weak skills, but did not ask for help or alternative requirements.

COMMENTS:



**PREPARED MUSIC POINTS** \_\_\_\_\_

FINAL COMMENTS:



Scales (3) \_\_\_\_\_  
Sight-reading (4) \_\_\_\_\_  
Prepared music (opt.) (3) \_\_\_\_\_

**EXAM TOTAL** \_\_\_\_\_