

Name _____

Exam Date _____



Grd 6/7 PERCUSSION self or teacher ASSESSMENT of your exam performance - spring



RUDIMENTS, ROLLS & SCALES

LONG ROLL

Practice Coming
More Well!

- buzz- "no pulse can be heard with the beat" is the goal, but rare in 6th graders
- buzz- controlled and sounds the same in each hand
- endurance - can roll smoothly for a long time without losing control
- cadencing tempo is steady and doesn't speed up or slow down
- sticks strike very near each other and in the center portion of the drum

RUDIMENTS

Not Coming
All well!

- accurate and able to repeat many times in slow-fast-slow technique
- includes accents if any
- correct sticking & other details (advanced students use upstrokes where needed)
- knows from memory - knows name of rudiment
- correct rhythm
- sticks strike the center of the drum (ex. no back and forth hand motion on flams), hands low

CHROMATIC SCALE on mallet percussion instrument

No Yes

- knows what a chromatic scale is
- knows where C is to start
- can play & say note names - sharps going up & flats going down, in a steady tempo
- strikes in the center of the bar and uses both hands, alternating in logical fashion

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ASSESSMENT TOTALS:

- (3) Majority of scores are in the right hand column; may have 1 lower score.
- (2.5) Mostly right hand column. May have 2 scores in the left column
- (2) Mostly right hand column. May have 3 or 4 scores in the left column
- (1.5) Mostly right hand column. May have 5 or 6 scores in the left column
- (1) 6-10 scores in the left hand column, but able to play all requirements --OR-- Not able to play all requirements, but at least two skills are mostly right hand column scores
- (0.5) Not able to play all requirements, and did not ask for help before exam --OR-- more than 10 left hand column marks

COMMENTS:



RUDIMENTS/SCALE POINTS _____

SIGHT-READING

[] Max 3 points (simplified exercise) [] Max 4 points (advanced exercise)

The term "Mistakes" refers to 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 out loud. Counting was written in correctly. Rolls cadence correctly.
- [] (3.5) Took time to look piece over and practice silently (as needed), then played the 4 point option, counting out loud, with no more than two mistakes in the playing, the written or spoken counting.
- [] (3) Played the 4 point option with 3-4 mistakes. **OR**- Played the easier exercise (3 pt. option), with no mistakes, counting out loud and with the counting written correctly. **OR**- Able to write in counting & play the 4 point option accurately, but not able to count out loud.
- [] (2.5) Played 3 point exercise, counting out loud, with no more than 2 mistakes in either playing, written or spoken counting. **OR**- Played 4 point exercise pretty well, but unable to intellectualize & write in counting correctly. **OR**- Played 4 point exercise pretty well, but unable to count out loud. **OR**- Played the 4 point option with 5 or 6 errors.
- [] (2) Able to perform the exercise only 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

- [] (3) All selections performed nearly perfectly with correct rhythms and attention to dynamics & articulations and style. Played with drawing the sound out of the drum, not pounding it into the drum - "no poundissimo". Selection demonstrates at least one contrast. Able to count out loud. Uses correct techniques for instrument(s).
- [] (2.5) Selection demonstrates at least one contrast, the student is able to count out loud, Student uses correct techniques for instrument(s), and one of the following is true: Selection is performed nearly perfectly in rhythms and articulations, with good tone, but missing some dynamic contrasts or accents. **OR**- Selection is performed nearly perfectly with only one or two minor problem sections.
- [] (2) One of the following is true: A number of missed rhythms or inaccurate articulations. **OR**- Much of the selection played quite well, but one or two spots where the tempo or technique really falls apart, or dynamics/accents are missing. **OR**- Mostly played well, but no contrasts in selection, **OR**- Mostly played well, but uses incorrect techniques
- [] (1.5) One of the following is true: Most sections played quite well, but others sections have many errors or student is not able to play some section at all **OR**- Played well, but not able to count out loud.
- [] (1) One of the following is true: Many mistakes. **OR**- Lack of understanding of rhythms. **OR**- Unable to play a large part of the selection.
- [] (0) 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 / rudiments ____
Sight-reading ____
Prepared music (opt.) ____

EXAM TOTAL ____