



PERCUSSION self or teacher ASSESSMENT of your exam performance - spring



RUDIMENTS, ROLLS & SCALES

LONG ROLL (buzz/closed roll)

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | |
| [| | | |] buzz- no pulse can be heard with the beat |
| [| | | |] buzz- smooth & 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

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | |
| [| | | |] accurate and able to repeat many times |
| [| | | |] includes accents if any |
| [| | | |] correct sticking, uses upstrokes where needed, & other details |
| [| | | |] knows from memory - knows name of rudiment |
| [| | | |] correct rhythm |
| [| | | |] hands: sticks strike near the center of the drum, no back and forth hand motion on flams and hands stay low |

CHROMATIC SCALE on mallet percussion instrument

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | |
| [| | | |] knows what a chromatic scale is |
| [| | | |] knows where C is to start |
| [| | | |] can play & say note names, with sharps going up & flats going down, in a steady tempo |
| [| | | |] strike 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 4s. may have maximum of 3 scores of 3. No scores of 2 or 1. |
| [] | (2.5) | Mostly 4s. May have 5 scores of 3, but no scores of 2 or 1 |
| [] | (2) | Mostly 3s, but no 1s or 2s. --OR-- A pretty even mix of 3s and 4s, no more than two 2s, no 1s |
| [] | (1.5) | Mostly 2s with some 3s or 4s. May have a maximum of two 1s. --OR-- earned an even mix of 2s, 3s and 4s. |
| [] | (1) | Mostly 1s & 2s --OR-- Not able to play all requirements, but at least four 3s or 4s.
--OR-- mostly 1s & 2s, but at least two 4s |
| [] | (0.5) | Not able to play all requirements, and did not ask for help before exam -- OR -- mostly 1s and 2s but may have some 3s or 4s |

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	_____