



## Grd 6 PERCUSSION self or teacher ASSESSMENT of your exam performance - winter



### RUDIMENTS, ROLLS & SCALE

#### LONG ROLL (buzz/closed roll)

- 1 2 3 4
- [ ][ ] [ ][ ] buzz- "no pulse can be heard with the beat" is the goal, but not usual in grade 6
- [ ][ ] [ ][ ] 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

#### SINGLE STROKES

- 1 2 3 4
- [ ][ ] [ ][ ] steady tempo - no rushing or slowing
- [ ][ ] [ ][ ] equal sound in both hands -- one hand not louder than the other
- [ ][ ] [ ][ ] sound drawn out of head, not pounded into head
- [ ][ ] [ ][ ] hands stay low and sticks strike very near each other
- [ ][ ] [ ][ ] endurance - can continue for a long time without losing control

#### RUDIMENTS

- 1 2 3 4
- [ ][ ] [ ][ ] accurate and able to repeat many times
- [ ][ ] [ ][ ] 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

#### FOUR SIXTEENTH NOTE SINGLE STROKES & A ONE BEAT ROLL

- 1 2 3 4
- [ ][ ] [ ][ ] tempo consistent between the single strokes and the roll, cadencing & counts outloud
- [ ][ ] [ ][ ] equal sound in both hands
- [ ][ ] [ ][ ] no accents or "bumps"
- [ ][ ] [ ][ ] roll is cadenced in 16th notes - hands move at the same speed for roll & single strokes
- [ ][ ] [ ][ ] sticks strike very near each other and in the center portion of the drum; hands stay low

#### CHROMATIC SCALE on mallet percussion

- 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

#### ASSESSMENT TOTALS:

- [ ] (3) Majority of scores are 4s. may have maximum of 2 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-- mostly 1s & 2s, but at least two 4s.
- [ ] (1) Mostly 1s & 2s --OR-- Not able to play all requirements, but at least three 3s or 4s.
- [ ] (0.5) Not able to play all requirements, and did not ask for help before exam, mostly 1s and 2s and than three 3s or 4s

#### COMMENTS:

RUDIMENTS/SCALE POINTS \_\_\_\_\_



**PREPARED MUSIC**

- [ ] (3) All selections performed nearly perfectly with correct rhythms and attention to dynamics & articulations and style. Plays with drawing the sound out of the drum, not pounding it into the drum - "no poundissimo". Uses correct techniques for instrument(s). Able to count out loud. May have one or two slip ups, but knows where they were & is able to play correctly on second try.
- [ ] (2.5) The student is able to count out loud, plays with drawing the sound out of the drum, 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: 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-** Many small errors. **OR-** Mostly played well, but incorrect techniques or tone. **OR-** Played rhythms accurately, but not musically (dynamics/accents, tone weak or too loud, musical phrasing, style, etc.)
- [ ] (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 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:

<b>PREPARED MUSIC POINTS</b> ____
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**SIGHT-READING**

- [ ] Max 2 points (simplified exercise) [ ] Max 3 points (whole exercise)
- The term "Mistakes" refers to written counting as well as playing errors!!!*
- [ ] (3) Took time to look piece over (as needed) and played the 3 point option perfectly: no mistakes, counting out loud. Counting was written in correctly.
- [ ] (2.5) Took time to look piece over and practice silently (as needed), then played the 3 point option with no more than two mistakes in the playing and the written or spoken counting).
- [ ] (2) Played the 3 point option with 3-4 mistakes. **OR-** Played the exercise without flams and rolls (2 pt. opt), with no more than 2 mistakes, counting out loud and with the counting written correctly. **OR-** Able to write in counting & play accurately, but not able to count out loud.
- [ ] (1.5) Performed the 2 point option with assistance. **OR-** Played the 3 point option with great difficulty. **OR-** Played exercise well, but unable to intellectualize & write in counting correctly.
- [ ] (1) Difficulty counting rhythms even with assistance. **OR-** Made many mistakes.
- [ ] (0) Unable to correctly count rhythms even with assistance.



COMMENTS:

<b>SIGHT-READING POINTS</b> ____
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**OVERALL PREPARATION**

- [ ] (1) Evidence of quality preparation for exam.
- [ ] (.5) Evidence of some preparation for exam.
  - OR-** Quality prep, but does not have all materials at exam.
  - OR-** Quality prep, but chart not all filled out.
- [ ] (0) Very little evidence of preparation for exam



Scales / rudiments	----
Prepared music	----
Sight-reading	----
Overall preparation	----
<b>EXAM TOTAL</b>	-----

COMMENTS: