

Name \_\_\_\_\_

Exam Date \_\_\_\_\_



# Grd 7/8 PERCUSSION self or teacher ASSESSMENT of your exam performance - winter



## LONG ROLL (buzz/closed roll)

Practice Coming

More Well!

[ ] [ ] buzz- controlled and sounds the same in each hand, moving towards "no pulse can be heard with the beat"

[ ] [ ] 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

Practice Coming

a lot well!

[ ] [ ] 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

Not Coming

All well!

[ ] [ ] accurate and able to repeat many times in slow-fast-slow technique

[ ] [ ] includes accents & grace notes if any

[ ] [ ] correct sticking & other details (more advanced students use upstrokes where needed)

[ ] [ ] knows from memory - knows name of rudiment and has correct rhythm

[ ] [ ] sticks strike the center of the drum (ex. no back and forth hand motion on flams), hands low

## ROLL - CRESCENDO IN 8 BEATS, DECRESC. IN 8 BEATS - QUARTER NOTE = approx 100

Practice Coming

a lot well!

[ ] [ ] tempo is steady and crescendo is 8 beats & decrescendo is 8 beats

[ ] [ ] starts *ppp* and goes smoothly to *fff* and back down to *ppp* (no sudden louds or softs)

[ ] [ ] all played in the center of the drum or shaded correctly with no rim sound

[ ] [ ] roll is smooth with no beats, accents or "bumps" and cadenced with the beat

## CHROMATIC SCALE on mallet percussion

No Yes

[ ] [ ] 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

[ ] [ ] strikes in the center of the bar and uses both hands, alternating in logical fashion

## 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 \_\_\_\_\_

### AUXILIARY PERCUSSION SELECTION

- [ ] (3) Accurate rhythms. Correct counting between sections. Gets dynamics & accents. Tempo changes are made & close to accurate. Correct performance techniques on each instrument. Sets up instruments in a logical fashion. Able to count out loud. No "poundissimo". May have one or two slip ups, but knows where they were & is able to play correctly on second try.
- [ ] (2.5) Student achieves most of level 3, but with 3 or 4 minor errors (knows where errors were and can play the section correctly on second try)
- [ ] (2) Student has correct performance techniques on each instrument, sets up instruments in a logical fashion and is able to count out loud, but, one of the following is true: A number of missed rhythms or inaccurate articulations. **OR-** Much of the selection played quite well, but has a little trouble with some transitions. **OR-** Mostly played well, but misses tempo changes. **OR-** Missed dynamics.
- [ ] (1.5) Some sections are played quite well, others have many mistakes or the student is not able to play them at all. **OR-** Able to play well, but can not count out loud. **OR-** Rhythms played well, but obviously had not practiced with the equipment.
- [ ] (1) A few sections played well, but most have many errors.
- [ ] (.5) Many errors -- very little played well
- [ ] (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** \_\_\_\_

### 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:



**SIGHT-READING POINTS** \_\_\_\_

### 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: