

Name \_\_\_\_\_

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



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



## 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

## 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 (7th & 8th graders 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

## ROLL - CRESCENDO IN 8 BEATS, DECRESC. IN 8 BEATS - QUARTER NOTE = 80 (grade 7/8)

- 1 2 3 4
- [ ] [ ] [ ] [ ] ] tempo is steady and crescendo is 8 beats & decrescendo is 8 beats
- [ ] [ ] [ ] [ ] ] starts ppp and goes to fff, all played in the center of the drum
- [ ] [ ] [ ] [ ] ] dynamic changes are smooth - not suddenly louds or softs
- [ ] [ ] [ ] [ ] ] roll is smooth with no beats, accents or "bumps"

## 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 less than three 3s or 4s

## 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: