



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



RUDIMENTS, ROLLS & SCALE

SINGLE STROKES

Practice Coming
a lot well!

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | steady tempo - no rushing or slowing |
| <input type="checkbox"/> | <input type="checkbox"/> | equal sound in both hands -- one hand not louder than the other |
| <input type="checkbox"/> | <input type="checkbox"/> | sound drawn out of head, not pounded into head |
| <input type="checkbox"/> | <input type="checkbox"/> | hands stay low and sticks strike very near each other |
| <input type="checkbox"/> | <input type="checkbox"/> | endurance - can continue for a long time without losing control |

RUDIMENTS

Not Coming
All well!

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | accurate and able to repeat many times in slow-fast-slow technique |
| <input type="checkbox"/> | <input type="checkbox"/> | includes accents if any |
| <input type="checkbox"/> | <input type="checkbox"/> | correct sticking & other details (advanced students use upstrokes where needed) |
| <input type="checkbox"/> | <input type="checkbox"/> | knows from memory - knows name of rudiment |
| <input type="checkbox"/> | <input type="checkbox"/> | correct rhythm |
| <input type="checkbox"/> | <input type="checkbox"/> | 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

Practice Coming
a lot well!

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | tempo consistent between the single strokes and the roll, cadencing & counts outloud |
| <input type="checkbox"/> | <input type="checkbox"/> | equal sound in both hands (no accents or "bumps") |
| <input type="checkbox"/> | <input type="checkbox"/> | roll is cadenced in 16th notes - hands move at the same speed for roll & single strokes |
| <input type="checkbox"/> | <input type="checkbox"/> | sticks strike very near each other and in the center portion of the drum; hands stay low |
| <input type="checkbox"/> | <input type="checkbox"/> | is able to count outloud while playing |

CHROMATIC SCALE on mallet percussion

No Yes

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | knows what a chromatic scale is |
| <input type="checkbox"/> | <input type="checkbox"/> | knows where C is to start |
| <input type="checkbox"/> | <input type="checkbox"/> | can play & say note names, with sharps going up & flats going down, in a steady tempo |
| <input type="checkbox"/> | <input type="checkbox"/> | strikes in the center of the bar and uses both hands, alternating in logical fashion |

ASSESSMENT TOTALS:

- | | | |
|--------------------------|-------|--|
| <input type="checkbox"/> | (3) | Majority of scores are in the right hand column; may have 1 lower score. |
| <input type="checkbox"/> | (2.5) | Mostly right hand column. May have 2 scores in the left column |
| <input type="checkbox"/> | (2) | Mostly right hand column. May have 3 or 4 scores in the left column |
| <input type="checkbox"/> | (1.5) | Mostly right hand column. May have 5 or 6 scores in the left column |
| <input type="checkbox"/> | (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 |
| <input type="checkbox"/> | (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 _____



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:

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	----
EXAM TOTAL _____	

COMMENTS: