

SOLO EVALUATION

(Circle only ONE number per category) Adj. Initials _____

RHYTHMIC ACCURACY The student performs:

20	all rhythms precisely and accurately.
19 - 18 - 17	all but a few rhythms precisely and accurately.
16 - 15 - 14	nearly all rhythms accurately.
13 - 12 - 11	almost all rhythms accurately.
10 - 9 - 8	many rhythms accurately.
9 - 8 - 7	some rhythms accurately
6 - 5 - 4	few rhythms accurately.
3 - 2 - 1	most rhythms inaccurately.

Tempo:	Pulse:
10 - 9 Accurate	10 - 9 Accurate, steady throughout
8 - 7 Slightly different	8 - 7 Occasional fluctuations, with corrections
6 - 5 Different	6 - 5 Fluctuated, with corrections
4 - 3 Markedly different	4 - 3 Fluctuated, without corrections
2 - 1 Inappropriate	2 - 1 Unsteady throughout

RUDIMENTS/ARTICULATION The student:

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N performs with a clear differentiation between styles of articulations as marked.

5 4 3 2 1 N performs evenness in rolls, sustaining sound with evenly spaced strokes.

5 4 3 2 1 N uses sticking patterns which are appropriate for the rudiment required.

5 4 3 2 1 N rudimental ornamentation does not effect the rhythmic integrity of the performance.

5 4 3 2 1 N performs rudiments at the appropriate dynamics as marked.

Solo Score: _____

+ Auxiliary: _____

= Final Score

MUSICIANSHIP The student:

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N demonstrates control of musical time/pulse appropriate for the style of music. (i.e., use of steady beat and/or use of rubato, ritardando, stringendo).

5 4 3 2 1 N demonstrates dynamic contrast notated by composer.

5 4 3 2 1 N demonstrates the ability to shape and contour the melodic line; dynamic nuance not notated by composer.

5 4 3 2 1 N demonstrates inflection of rhythmic patterns appropriate to the style and phrase structure of composition.

FUNDAMENTALS The student:

(4pts) Consistently (2pts) Sometimes (N) Rarely or not demonstrated

The student:

4 2 N uses an appropriate grip; (matched or traditional). Fingers are placed appropriately on the sticks to ensure proper performance technique.

4 2 N uses a stick height is appropriate for the style and dynamics of music being performed.

4 2 N varies the tone quality of the performance by altering the striking position on the head; appropriate for the style and dynamics of the music.

4 2 N performs with proper sticking; appropriate use of left and right hand.

4 2 N choice of sticks is appropriate for the style and character of performance.

4 2 N has the drum set up at proper height & angle.

RUDIMENT EVALUATION

Fill in the number of the rudiment selected for assessment in the spaces provided (see below for list of rudiments). Circle the number that best describes the student's performance.

5 pts. = properly executed rudiment.
4-3 pts. = minor flaws
2-1 pt. = major flaws (N = Not Demonstrated)

The student performs:

Moderately closed long roll with dynamics ff>pp and pp<ff 5 4 3 2 1 N

Rudiment # _____ 5 4 3 2 1 N

Rudiment # _____ 5 4 3 2 1 N

Sight Reading The student performs:

Rhythms	Tempo	Dynamics	Sticking/Rudiments
6 All accurate	4 Accurate	4 Accurate	4 Accurate
5 Nearly accurate	3 Different but steady	3 Mostly	3 Nearly accurate
4 A few errors	2 Different & unsteady	2 Occasionally	2 Occasionally
3 Several errors	1 Inconsistent	1 Not demonstrated	1 Not demonstrated
2 Many errors			
1 Mostly inaccurate			

- List of Senior High required rudiments:
- #1 - 5 and 9 stroke rolls, alternating (open/closed)
 - #2 - 7 stroke roll, left hand lead (open/closed)
 - #3 - flam accent
 - #4 - single & flam paradiddle
 - #5 - drag
 - #6 - triple ratamacue
 - #7 - flamacue
 - #8 - flam tap

- List of Junior High required rudiments
- #1 - 5 and 9 stroke rolls, alternating (open/closed)
 - #2 - 7 stroke roll, left hand lead (open/closed)
 - #3 - flam accent
 - #4 - flam paradiddle
 - #5 - single & double paradiddle