

# Playing Test Rubric (Percussion)

**Name:** \_\_\_\_\_ **Instrument:** \_\_\_\_\_

**Hour: 5**

### **Preparation**

- 4 Superior preparation shown in performance.
- 3 Excellent preparation, needs to address minor details.
- 2 Some preparation, needs to attend to many details.
- 1 Little/No preparation, needs to start at beginning.

### **Tempo/Steady Beat**

- 4 Tempo steady & accurate (0-2 errors)
- 3 Tempo steady & accurate with some deviation. (3-5 errors)
- 2 Tempo noticeably unsteady and inaccurate. (6-9 errors)
- 1 Tempo uncharacteristic & inaccurate. (10+ errors)

### **Rhythmic Accuracy**

- 4 Accurate rhythm in relation to tempo. (0-2 errors)
- 3 Minor rhythmic accuracy errors in relation to the tempo. (3-5 errors)
- 2 Numerous rhythmic errors in relation to tempo. (6-9 errors)
- 1 Major rhythmic errors in relation to tempo (10+ errors)

### **Body Posture**

- 4 Body Posture is correct in all aspects. (0 Errors)
- 3 Body Posture inconsistent/ minor needs. (1 Errors)
- 2 Body Posture needs attention. (2 Errors)
- 1 Poor Body Posture. (3+ Errors)

### **Eye Movement**

- 4 Eyes moving fluidly between instrument and music. Student is accurately reading music while playing music.
- 3 Eyes move mostly fluidly between instrument & music. Student may focus on instrument for too long, which may lead to mistakes.
- 2 Eyes fixate on instrument for a significant amount of time, which may lead to performance mistakes.
- 1 Eyes do not leave the instrument. Student memorizes music instead of reading music, which may lead to performance mistakes.

### **Note Accuracy**

- 4 Pitches are all accurate. (0 Errors)
- 3 An occasional inaccurate pitch is played, but does not detract from overall performance (1-2 Errors)
- 2 Inaccurate pitches played frequently, detracting from the overall performance. (3-4 Errors)
- 1 Inaccurate pitches significantly detract from the performance. (5+ Errors)

### **Tone/Striking Location**

- 4 Excellent, mature, and characteristic sound with proper striking location.
- 3 Good sound, but inconsistent striking location.
- 2 Fair Sound, but inaccurate striking location.
- 1 Weak tone, unfocused due to inaccurate striking location

### **Hand Position**

- 4 Proper match grip & piston stroke with mallets/sticks (0 Errors)
- 3 Mostly proper match grip and piston stroke with sticks/mallets (1-2 Errors)
- 2 Needs attention to match grip & piston stroke with mallets/sticks (3-4 Errors)
- 1 Major attention to match grip & piston stroke with mallets/sticks (5+ Errors)

### **Articulation/Sticking**

- 4 Performs all articulation markings accurately.
- 3 Performs most articulation markings accurately.
- 2 Performs some articulation accurately.
- 1 Not accurately performing articulation markings.

### **Dynamics**

- 4 Dynamics levels are obvious, consistent, and an accurate in interpretation of the style of music.
- 3 Dynamic levels are typically accurate and consistent.
- 2 Dynamics levels fluctuate but can be discerned.
- 1 Attention to dynamic levels is not obvious.

### **Phrasing/Style**

- 4 Creates a flowing line of music without interrupting the musical idea. Demonstrates the correct style of musicality through the music.
- 3 Creates a flowing line of music most of the time. Demonstrates the correct style of musicality mostly through the music.
- 2 Creates a flowing line of music inconsistently. Demonstrates some style of musicality through the music.
- 1 Rarely creates a flowing line of music. Rarely demonstrates the style of musicality through the music.

### **Additional Comments:**

- Set goals for practice sessions    Practice in front of a mirror    Practice in a quiet location    Record Practice    Use a metronome  
 Use book as a model    Review body standing posture    Music stand height appropriate    Instrument appropriate height & distance away from body  
 Review match grip    Review piston stroke    Breakdown measures    Write in letters or counts    Clap & count or say letters  
 Air Stick with alternating hands or saying letters    Sing the music    Write in the phrase markings    Vocalize dynamics while saying letters

Review individual technique: \_\_\_\_\_

**Score:** \_\_\_\_\_