

# Percussion Grade Rubric

## University of Kentucky Percussion Studies

|                                                                                                                            | Significantly Enhances                                                                                                        | Enhances                                                                                                               | Needs Improvement                                                                                                                               | Significantly Detracts                                                                                                                                | Incomplete                            |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Technique &amp; Sound Quality</b><br><br><i>Ease / Posture</i><br><i>Tone Production</i><br><i>Articulation / Touch</i> | A highly developed concept of tone production.<br><br>Obvious improvement.                                                    | Excellent control of tone production. Lapses of technique are infrequent. Some improvement.                            | A good, basic approach to tone production. Uniform sound quality is sometimes disrupted by improper technique.<br><br>Little to no improvement. | Uncharacteristic instrumental sound is often displayed. Little awareness for proper technique.<br><br>Technique and sound have diminished in quality. | The student has an unexcused absence. |
| <b>Accuracy &amp; Tempo Control</b><br><br><i>Rhythm / Dynamics</i><br><i>Pitch Accuracy</i><br><i>Tempo Control</i>       | Mature approach to performance. Complete control of rhythm, pitch, tempo, and pulse.<br><br>Obvious improvement.              | Improved clarity and interpretation of the music. Lapses are infrequent and rarely interfere with overall performance. | A good, skilled approach to performance. Hesitation and a lack of confidence exist in some areas.<br><br>Needs significant improvement.         | Although some aspects of control are present, the accuracy detracts significantly from the performance.                                               | The student has an unexcused absence. |
| <b>Musicality &amp; Expression</b><br><br><i>Phrasing</i><br><i>Musical Character</i><br><i>Stage Presence</i>             | Phrasing is always consistent, with sensitivity to the musical style. Artistry is achieved through an expressive performance. | A strong rendition of important musical passages with subtle gradations of nuance.                                     | Although there is an obvious knowledge of the musical components, playing is frequently mechanical with significant lapses in style and nuance. | There is little-to-no attention given to fundamentals of dynamics, phrasing, expression, and style.                                                   | The student has an unexcused absence. |
| <b>Assignment Integrity</b>                                                                                                | Outstanding preparation of all assigned material.                                                                             | Regular outside practice is evident. An advanced understanding of the assigned material is demonstrated.               | There is indication of some outside practice, but with little attention to areas of difficulty.                                                 | A total lack of preparation is obvious.                                                                                                               | The student has an unexcused absence. |

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|  | A   25 | B   20 | C   15 | D   10 | F   0 |
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