**LEVEL ONE – STEP TWO PERFOMER EVALUATION**

Performer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Can the students answer the following questions? |
| Explain the grip for your instrument? | Yes / No |
| What is a fulcrum? | Yes / No |
| What was does your thumb nail face? | Yes / No |
| What is the Set Position Up for your instrument? | Yes / No |
| What is the Set Position Down for your instrument? | Yes / No |
| What is the Playing Position for your instrument? | Yes / No |
| What are the 3-muscle groups you use to drum? | Yes / No |
| Have the student identify the following parts of their instruments. |
| Snare/Rhythm Tom | * Tension Rod
* Shell
* Tube Lug
* Top Head
* Bottom Head
* Snare Guts
* Hoop Guard
* Rim
 | Yes / No |
| Quads | * Head
* Rim
* Harness Bracket
* Tension Rod
* Shell
* Lug
* Shell Guard
 | Yes / No |
| Bass Drum | * Head
* Hoop
* Lug
* Tension Rod
* Drum Claw
* Harness Connector
* Shell
 | Yes / No |

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| Have the student identify the following parts of their implement. |
| SnareRhythm TomQuads | * Tip/Bead
* Shoulder/Neck
* Shaft
* Balance Point
* Butt
 | Yes / No |
| Bass Drum | * Mallet Head
* Shoulder/Neck
* Shaft
* Fulcrum Notch
* Butt
 | Yes / No |

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| Have the student show you and tell you how many inches each dynamic level below is. |
| p | mp  | mf | f |
| Yes / No | Yes / No | Yes / No | Yes / No |

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| Have the student perform the following. |
| Song Title |  |
| Have the student play Isolated Free/Legato Strokes (snare, quad, rhythm tom) or Wrist Break (Bass Drum) on count 2 and 4. Two measures on the right, then both, then left, back to both and repeat. |
| Heels Together and Feet in Time | Feet 1 Inch Off Ground | Counting Out Loud | Uses Prober Stroke and played in time. |
| Yes / No | Yes / No | Yes / No | Yes / No |
| Have the student play Isolated Free/Legato Strokes (snare, quad, rhythm tom) or Wrist Break (Bass Drum) letter “A” of Level One – Step One 8th notes. Once on right repeat on left. |
| Heels Together and Feet in Time | Feet 1 Inch Off Ground | Counting Out Loud | Uses Prober Stroke and played in time. |
| Yes / No | Yes / No | Yes / No | Yes / No |

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| Have the student play Isolated Down Strokes (snare, quad, rhythm tom) or Wrist Break (Bass Drum) on count 2 and 4. Two measures on the right, then both, then left, back to both and repeat. |
| Heels Together and Feet in Time | Feet 1 Inch Off Ground | Counting Out Loud | Uses Prober Stroke and played in time. |
| Yes / No | Yes / No | Yes / No | Yes / No |

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| **Eight On A Hand – Evaluation**This can be done with the ensemble or on their own. |
| 100bpm | p | Y / N | mp | Y / N | mf | Y / N | f | Y / N |
| 110bpm | p | Y / N | mp | Y / N | mf | Y / N | f | Y / N |
| Hands | Stroke | Feet | Sound Quality |
| ✓ Snare and Quads thumb nails are facing each other. ✓ Basses 90% bend in arm and 45% from the wrist. ✓Proper fulcrum. ✓Figures wrapped around stick. | ✓ Straight up and down motion. ✓ Pushing stick down using wrist and fingers. Let stick bounce back up to the starting position. ✓ High velocity strokes. ✓ Last stroke of each hand is a down stroke | ✓ Proper feet are lining up on proper counts. ✓ Make sure everyone is using the same technique. ✓ Feet coming no more than 1 inch off the ground✓ Heels together | ✓ Each stroke produces the same sound |
| Yes / No | Yes / No | Yes / No | Yes / No |

Successfully Completed Level One Step Two **YES NO**

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 Educational Team Name (Print) Educational Team Name (Signature)