

	A	B	C	D	E
1	Grade 5th Grade Performers: Scales for winds: concert Bb (1 octave) for strings: concert D (1 octave) for piano: scale of the piece (1 octave) snare drum solo: Rudiment #10,16,20,31	I Rating piece has 90% correct pitch, rhythms, tempo and timing. Must show musical style (dynamics, articulation).	II Rating piece has 80% correct pitch, rhythm, tempo and timing. Has some musical style item down.	III Rating piece has 70% correct pitch, rhythm, tempo and timing. Has limited musical style items down.	IV Rating piece has less than 70% correct pitch, rhythm, tempo and timing. Lacks musical style
2	6th Grade Performers: Scales for winds: concert Bb, F, Eb (1 octave) for strings: concert D, G, C (1 octave) for piano: scale of the piece (1 octave) snare drum solo: Rudiment #7,17,23,24,32	same as 5th grade, but they must have stronger tone, more dynamics, articulation control. They must show signs of intonation control and some expression.	same as 5th grade with few problems within tone, intonation, style control and other small problems.	same as 5th grade with several problems with tone, intonation and style.	same as 5th grade with many problems in terms of tone, intonation and style. They demonstrate poor control on instrument.
3	7th Grade Performers: Scales for winds: concert Bb, F, C, Eb, Ab for strings: concert D, G, C, F, A (1 octave) for piano: scale of the piece (1 octave) snare drum solo: Rudiment: #9,21,22,33	same as 6th grade with command on some complex rhythms (16th notes combinations, simple 6/8 time, etc.), tone, range control, style contrasts, dynamics, and tempos. Must demonstrate good phrasing, intonation and ability to adjust.	same as 6th grade with some small problems on complex rhythms, tone, range, intonation, style contrasts, dynamics, and tempos and phrasing. Has a some command on making adjustments.	same as 6th grade with problems on complex rhythms, tone, intonation, style contrasts, dynamics, range and tempos. Has limited command on phrasing and on making adjustments.	same as 6th grade with lots of problems on complex rhythms, phrasing, tone, intonation, style, dynamics, range and tempos. Has problems adjusting and endurance.
4	8th Grade Performers: Scales for winds: concert Bb, F, C, Eb, Ab, Db (1 octave) for strings: concert D, G, C, F, Bb, A, E (1 octave) for piano: scale of the piece (1 octave) SD Rudiments #13,15,16,25,35	same as 7th grade with command on tone, range, intonation, style contrasting, large dynamics contrast, tempo changes, full phrasing. They show signs of performance confidence.	same as 7th grade with some small problems with keeping consistent tone, intonation, style contrast, dynamic contrast, tempo changes and phrasing. They show signs of performance confidence.	same as 7th grade with problems on rhythms, tone, range, intonation, tempo, dynamic contrast, style contrasts and phrasing control. They do not seem to have much confidence during the performance.	same as 7th grade with many problems with music basics, phrasing, intonation, style contrast, dynamic contrasts. Does not have much confidence during performance.
5					

Directions to Colony Middle School

From Palmer:

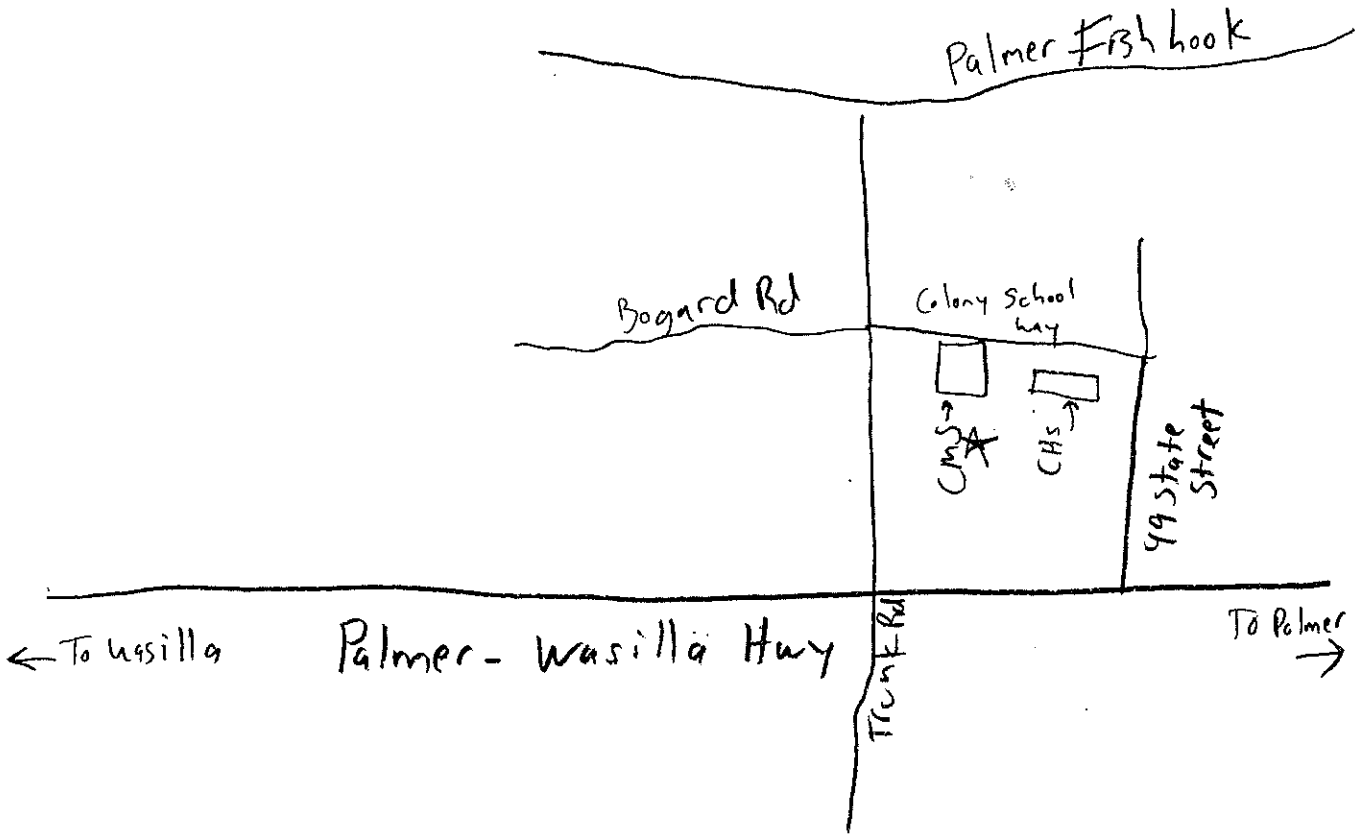
Take the Palmer-Wasilla Highway (going from Palmer to Wasilla) to 49th State Street. Make a right onto 49th State Street and go about 1/2 mile. Make a left at Colony Schools Way. Colony Middle School is about 1/4 mile down the road on the left (it is the second school on the left).

From Wasilla:

Take the Palmer-Wasilla Highway (going from Wasilla to Palmer) to Trunk Road. Make a left onto Trunk Road and go about 3/4 of a mile to the first 4 way stop signs. Make a right onto Colony Schools Way. Colony Middle School is about 1/4 mile down the road on the right (it is the first school on the right).

From Palmer-Fishhook Road:

Take the Palmer-Fishhook road to Trunk Road. Turn onto Trunk road and follow it about 3 miles to the first 4 way stop signs. Make a left onto Colony Schools Way. Colony Middle School is about 1/4 mile down the road on the right (it is the first school on the right).



This map is NOT drawn to scale!

PERCUSSIVE ARTS SOCIETY INTERNATIONAL DRUM RUDIMENTS

► All Rudiments should be practiced: *open* (slow) to *close* (fast) to *open* (slow) and/or at an even, moderate march tempo.

I. ROLL RUDIMENTS

A. SINGLE STROKE ROLL RUDIMENTS

1. SINGLE STROKE ROLL*



2. SINGLE STROKE FOUR



3. SINGLE STROKE SEVEN



B. MULTIPLE BOUNCE ROLL RUDIMENTS

4. MULTIPLE BOUNCE ROLL



5. TRIPLE STROKE ROLL



C. DOUBLE STROKE OPEN ROLL RUDIMENTS

6. DOUBLE STROKE OPEN ROLL*



7. FIVE STROKE ROLL*

6



8. SIX STROKE ROLL



9. SEVEN STROKE ROLL*

7



10. NINE STROKE ROLL*

5



11. TEN STROKE ROLL*



12. ELEVEN STROKE ROLL*



13. THIRTEEN STROKE ROLL*

8



14. FIFTEEN STROKE ROLL*



15. SEVENTEEN STROKE ROLL

8



II. DIDDLE RUDIMENTS

16. SINGLE PARADIDDLE*

5



17. DOUBLE PARADIDDLE*

6



18. TRIPLE PARADIDDLE

8



19. SINGLE PARADIDDLE-DIDDLE

7



* These Rudiments are also included in the original Standard 26 American Drum Rudiments.

III. FLAM RUDIMENTS

20. FLAM*

(5)



L R R L

21. FLAM ACCENT*

(6)



L R L R R L R L

22. FLAM TAP*

(7)



L R L R R L L R R R L L

23. FLAMACUE*

(8)



L R L R L R R L R R L

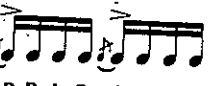
24. FLAM PARADIDDLE*

(8)



L R L R R R L R L L

25. SINGLE FLAMMED MILL



L R R L R R L L R L

26. FLAM PARADIDDLE-DIDDLE*



L R L R R R L L R L R L R R

27. PATAFLAFLA



L R L R R L R L R L

28. SWISS ARMY TRIplet



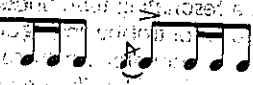
L R R L L R R L R L R L

29. INVERTED FLAM TAP



L R L R L R L R L R

30. FLAM DRAG



L R L L L R R L R R L

IV. DRAG RUDIMENTS

31. DRAG*

(5)



L L R R R L

32. SINGLE DRAG TAP*

(6)



L L R L R R L R

33. DOUBLE DRAG TAP*

(7)



L L R L L R L R R L R L R

34. LESSON 25*



L L R L R L L R R L R L R R L L

35. SINGLE DRAGADIDDLE

(8)



R R L R R L L R L L

36. DRAG PARADIDDLE #1*



R L L R L R R L R R L L

37. DRAG PARADIDDLE #2*



R L L R L R R L R R L L L

38. SINGLE RATAMACUE*



L L R L R L R R L R L R

39. DOUBLE RATAMACUE*



L L R L L R L R R L R R L R L R

40. TRIPLE RATAMACUE*



L L R L R R L L R L L R L L