

Instrumental Guidelines – 91949, 91270, 91416

Drum kit (including snare)

These guidelines focus on the technical dimensions of the achievement criteria for drum kit solo performance. Repertoire choice and stylistic aspects are also considered.

Level 1			Level 2			Level 3		
91949			91270			91416		
This achievement standard involves students demonstrating music performance skills.			This achievement standard involves performing two substantial pieces of music as a featured soloist.			This achievement standard involves performing two programmes of music as a featured soloist.		
Achievement	Achievement with Merit	Achievement with Excellence	Achievement	Achievement with Merit	Achievement with Excellence	Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate music performance skills	Demonstrate effective music performance skills	Demonstrate assured music performance skills	Perform two substantial pieces of music as a featured soloist.	Perform two substantial pieces of music effectively as a featured soloist.	Perform two substantial pieces of music convincingly as a featured soloist.	Perform two programmes of music as a featured soloist.	Perform two programmes of music effectively as a featured soloist.	Perform two programmes of music convincingly as a featured soloist.
Technique – rudiments			Technique - rudiments			Technique - rudiments		
Students in their third year of itinerant lessons could use either ‘matched’ or ‘traditional grip’ to hold their sticks. At this level there will be a developing command of key drum rudiments, such as single, double and buzz (closed) rolls, the single paradiddle and flams. There will also be evidence of the ability to add accents with either hand when playing			Students in their fourth year of itinerant lessons will have developed and mastered a range of drum rudiments and techniques such as double strokes, double and triple paradiddles, drags, ruffs and accents.			Students in their fifth year of lessons will demonstrate application and mastery of a full range of drum rudiments and paradiddle permutations. They will be able to perform common rudiments as semiquavers, crotchet = 120bpm as well play rudimental solos (e.g., Charley Wilcoxon). These bring different ‘textures’ to		

<p>single-stroke patterns.</p> <p>At Excellence level technical skills could include drags and roughs.</p> <p>Recommended text: Stick Control by George Lawrence Stone.</p> <p>Drum Kit</p> <p>Students in their third year of itinerant lessons should demonstrate a developing sense of ease moving around the kit.</p> <p>Either the heel or the ball of the foot can be used to operate bass drum and hi-hat. M/E students will demonstrate a good balance between hands and feet.</p> <p>Drummers should be encouraged to explore different ways of striking the surface of the drum. Examples include brushes, mallets, hands and blasticks (like kebab sticks bound together). They could also explore different timbral qualities of the kit: snares 'off', rim-shots, cross sticking, hand or mechanical dampening, altering the pitch of the head, striking cymbal stands and/or edge of cymbals, open and/or closed hi-hat etc.</p> <p>Fills will generally be secure and in time. Adjustments to timing (if student becomes out of time) should not disrupt the overall rhythmic flow. M/E students will demonstrate more secure and assured movement around the kit, with tight fills and confident use of the full kit, including floor tom</p>	<p>Drum Kit</p> <p>Students in their fourth year of itinerant lessons should demonstrate a developed sense of ease moving around the kit.</p> <p>Kit drummers will be technically secure, look confident and at ease on the kit with proper posture which allows them to move arms/hands easily and evenly. Hands and feet will be well co-ordinated and balanced.</p> <p>Fills will be secure, in time and explore different surfaces and timbres of the kit.</p> <p>Repertoire and rhythmic styles</p> <p>Drummers at curriculum level 7 will demonstrate "sustained" (NZC) performances across their two solo performances. Repertoire choice will allow students to display technical security across musical genre. Students could be specialising as a rock, jazz, side or orchestral drummer, however higher end criteria students will be able to perform with confidence across several genre.</p> <p>Ska, bossa nova, funk and R & B rhythms could be added to a student's repertoire. Exploration of different rhythms allows students to perform with deeper musical expression and "interpretive understanding" (NZC).</p>	<p>drumming performances and should be in evidence across all genre including contemporary, musical theatre, concert band, marching band, brass band, pipe band and orchestra.</p> <p>Drum Kit</p> <p>Students in their fifth year of lessons will have developed a secure technique which will allow dexterity to be demonstrated across the drum kit. This will include independent hand and foot co-ordination (may include double kick pedal).</p> <p>Rhythmic patterns will be repeated with consistency. Fills and embellishments will be incorporated effortlessly and appropriately into the music.</p> <p>Repertoire and rhythmic styles</p> <p>Drummers at curriculum level 8 will display refined listening skills which will enhance their performances across different musical genre. They will also demonstrate finesse, together with the ability to play delicately as well as powerfully.</p> <p>Students should also consider gaining familiarity with big band chart reading, jazz combo techniques, Afro-Cuban, Brazilian rhythms etc. Further, repertoire could demonstrate use of polyrhythms, well executed syncopation and consistent, correctly placed accents.</p>
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and ride and crash cymbals.

Repertoire and rhythmic styles

Level 1 students should be familiar with rock patterns, swing rhythms, reggae, hip hop, some forms of Latin patterns (bossa nova, samba), march, and hand-to-hand sixteenth note hi-hat snare patterns at about 120 crotchets per minute.

Side drummers in pipe bands will be familiar with traditional Celtic dance styles such as strathspey, reel, jig etc.

Students will need to choose music which allows them to display the above abilities. Their pieces should therefore be of an appropriate length, contain a range of dynamics, playing surfaces and possibly rudiments.

Students meeting Achievement criteria will demonstrate some control of rudiments. There may also be some inconsistencies in tempo and there could be extra beats or dropped beats making drummers 'generally' accurate. A developing technique will allow students to move around the kit with some confidence. Proper posture will enable students to be seated upright with weight evenly distributed on the stool allowing arms and legs to move freely.

Merit criteria students will demonstrate secure stick control and confident, well-rehearsed pieces. There may be some

Students meeting Achievement criteria will demonstrate generally consistent and controlled rhythmic performances. Any timing errors will be minor and not detract from the overall pulse of the music.

Merit criteria students will demonstrate confident controlled performances which are technically secure and well-rehearsed. Dynamics will be evident together with the ability to be subtle as well as powerful.

Students gaining Excellence will demonstrate assured technique, rhythmic accuracy and musical expression. Performances will be well rehearsed with minimal errors. Any rhythmic patterns will be repeated accurately together with a well communicated sense of musical style.

Improvisation will be appropriate to genre and extended (i.e. more than 16 bars) to allow students to demonstrate their full skill set on the kit.

Performances will be well rehearsed, particularly if a small group setting is required to allow familiarity between drummer and other musicians.

Students meeting Achievement criteria will demonstrate controlled and consistent rhythmic work. Repeated rhythms will be the same each time and fills will not disrupt the musical flow. Dynamics will be present including cresc. and diminuendo if appropriate.

Merit criteria students will demonstrate confident rhythmic consistency across different rhythms. Repetitions will be exactly the same. Dynamics will be clear and if possible contrasting. Fills will be incorporated easily into the flow of the music.

Students gaining Excellence will demonstrate rhythmic precision together with fluidity and 'groove'. They will perform a range of different rhythms with ease and be able to communicate their own "interpretive understanding" (NZC) of the music. Fills will be effortlessly incorporated.

<p>inconsistencies of tempo, but performances will be generally tidy.</p> <p>Students gaining Excellence will display fluidity in moving around the kit or 'open' and well-articulated hands as side drummers. Excellence criteria students will further communicate a clear feel for whatever 'groove' they are in.</p>		
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When assessing drummers using pre-recorded accompaniments, please consider the following:

- the recorded sound should be audible to the audience (the moderators)
- for Levels 2 and 3 in particular, the accompaniment should allow the drummer to demonstrate appropriate technical and improvisation skills and not just their basic timekeeping skills
- best practice sees drummers connected up to the sound system by headphones