General Music Composition Rubric

Date Class Period			1 2 3 4 5 6	
Version 1 2 3 4 5 6 7 8 9 10 11				
/12				
Ratings				
1	2	3	4	
Does not present an effective general impression. Musical ideas do not hold the listener's interest.	Includes at least one interesting musical idea. Yet, the overall impression is not effective.	Includes some interesting musical ideas. The general impression is pleasant and moderately effective.	Strong aesthetic appeal and general impression. Would be enjoyed by many listeners. Keeps the listener interested.	
Musical idea is familiar or a cliché. No variety or exploration of musical elements (range, timbre, dynamics, tempo, rhythm, melody).	Musical idea is neither familiar nor a cliché. However, there is no development, variety, or exploration of musical elements.	Involves some original aspect(s) or manipulation(s) of musical idea(s). Explores and varies at least one musical element.	Includes very original, unusual or imaginative musical ideas. Explores and varies at least two musical elements.	
Gives no sense of a completed musical idea. Exhibits no clear beginning, middle or end	Presents one complete musical idea. However, composition lacks overall completeness.	Ending feels final. Uses at least one musical element to organize the musical ideas and overall form.	Presents at least one complete musical idea. Has a coherent and organized form with a clear beginning, middle,	
appears random rather than organized. Musical elements (range, timbre, dynamics, tempo, rhythm, melody) do not connect well or are not used to organize musical ideas or the form.	elements to organize musical ideas or form.		and end. Uses musical elements to organize musical ideas or the form.	
of one presented by: Hic (4), 26 -33.	l key, M. (1999). Assessn	nent rubrics for music co	mposition. <i>Music</i>	
	Does not present an effective general impression. Musical ideas do not hold the listener's interest. Musical idea is familiar or a cliché. No variety or exploration of musical elements (range, timbre, dynamics, tempo, rhythm, melody). Gives no sense of a completed musical idea. Exhibits no clear beginning, middle or end section. Form appears random rather than organized. Musical elements (range, timbre, dynamics, tempo, rhythm, melody) do not connect well or are not used to organize musical ideas or the form. of one presented by: Hice 4/1, 26-33.	Tobes not present an effective general impression. Musical ideas do not hold the listener's interest. Musical idea is familiar or a cliché. No variety or exploration of musical elements (range, timbre, dynamics, tempo, rhythm, melody). Gives no sense of a completed musical idea. Exhibits no clear beginning, middle or end section. Form appears random rather than organized. Musical elements (range, timbre, dynamics, tempo, rhythm, melody) do not connect well or are not used to organize musical ideas or the form. of one presented by: Hickey, M. (1999). Assessingly, 26 -33.	The second of the proposition lacks overall composition lacks overalla	

General Music Composition Rubric

Student Name	Date		Class Period	_ Class Period	
Composition Title			Version 1 2 3	4 5 6 7 8 9 10 11	
Total Score	/12				
	Ratings				
Outcomes	1	2	3	4	
Student creates	Does not present an effective general impression. Musical	Includes at least one interesting musical idea. Yet, the overall	Includes some interesting musical ideas. The general	Strong aesthetic appeal and general impression. Would be	
Aesthetic Appeal	ideas do not hold the listener's interest.	impression is not effective.	impression is pleasant and moderately effective.	enjoyed by many listeners. Keeps the listener interested.	
Otrodont conde in	Maria di Sala a Sa	Marata di Sala a Sa	Lavalisas as as	In all of a community in all	
Student work is Creative	Musical idea is familiar or a cliché. No variety or	Musical idea is neither familiar nor a cliché. However, there is no	Involves some original aspect(s) or manipulation(s) of	Includes very original, unusual or imaginative musical	
——	exploration of musical elements (range, timbre, dynamics, tempo, rhythm, melody).	development, variety, or exploration of musical elements.	musical idea(s). Explores and varies at least one musical element.	ideas. Explores and varies at least two musical elements.	
Student demonstrates excellent Craftsmanship	Gives no sense of a completed musical idea. Exhibits no clear beginning, middle or end section. Form appears random	Presents one complete musical idea. However, composition lacks overall completeness. Fails to use musical elements to organize	Ending feels final. Uses at least one musical element to organize the musical ideas and overall form.	Presents at least one complete musical idea. Has a coherent and organized form with a clear beginning, middle, and end. Uses	
<u>—</u>	rather than organized. Musical elements (range, timbre, dynamics, tempo, rhythm, melody) do not connect well or are not used to organize musical ideas or the form.	musical ideas or form.		musical elements to organize musical ideas or the form.	
Rubric is a modification Educators Journal, 84 (4 Suggestions for impro	,,	l key, M. (1999). Assessm		mposition. <i>Music</i>	