

COMPOSING WITHIN SPECIFIED GUIDELINES

rubric developed by Betsy Greene© Vermont MIDI Project to accompany lesson- “Composing Within a Music Literacy Program”

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
Composing - Standard 4	Attempts to complete or only completes original 4 bar melody on worksheet	Completes 8 bar A section only	Completes A section and B section with no attention to phrase endings and/or contrast	Completes A section with question and answer phrasing and completes B section with contrasting rhythm and/or phrasing to the A section	Extends the form by creating an ending or coda, repeating the A section, or creating C section.
Notation of Melody - Standard 5	Attempts to notate melody using given original rhythmic and melodic content	Notates melody using either given original rhythmic or melodic content correctly	Notates melody using given original rhythmic or melodic content with some inaccuracy.	Notates melody using both given original rhythmic and melodic content accurately and extended rhythmic content is used in the B section with some inaccuracy.	Notates melody using all rhythmic (original and extended in B section) and melodic content accurately.
Tempo and Instrument Selection - Standards 4 and 5	Tempo and instrument selection is set to default	Either tempo or instrument is selected	Both tempo and instrument are selected with tempo not realistic for human players.	Both tempo and instrument are selected with tempo being appropriate for human players.	Both tempo and instrument are selected with obvious attempt to create a mood, feeling, or style.
Critique and Reflection - Standard 7 and Vermont Standards - 1.16 and 5.23	Student attempts to list the instrument, tempo, and form of composition	Student lists correctly the instrument, tempo, and form of composition and begins to answer questions on critique or reflection worksheet	Student lists correctly the instrument, tempo, and form of composition and answers questions on critique or reflection worksheet with no questions or suggestions for change or expansion	Student lists correctly the instrument, tempo, and form of composition and answers questions on critique worksheet with one or two suggestions or questions for change related only to tempo and/or instrument selection and/or title.	Student lists correctly the instrument, tempo, and form of composition and answers questions on critique worksheet with more than one suggestion or question for change including one or more of the following – phrases, contrast, ideas for expansion, mood or feeling, intent.