

## NWE Songwriting Composition Contest Rubric

Name of Student / Age: \_\_\_\_\_

Title of Composition: \_\_\_\_\_

Score: \_\_\_\_\_

	1 point	2 points	3 points	4 points
<b>Aesthetic Appeal</b>	<i>Does not present an effective general impression. Musical ideas do not hold the listener's interest.</i>	<i>Includes at least one interesting musical idea. Yet, overall impression is not effective.</i>	<i>Includes some interesting musical ideas. General impression is pleasant and moderately effective.</i>	<i>Strong aesthetic appeal and general impression. Would be enjoyed by many listeners. Keeps the listener interested.</i>
<b>Creativity</b>	<i>Musical idea is familiar or a cliché. No variety or exploration of musical elements (range, timbre, dynamics, tempo, rhythm, melody).</i>	<i>Musical idea is neither familiar nor a cliché. However, there is no development, variety, or exploration of musical elements.</i>	<i>Involves some original aspect(s) or manipulation(s) of musical idea(s). Explores and varies at least one musical element.</i>	<i>Includes very original, unusual, or imaginative musical ideas. Explores and varies at least two musical elements.</i>
<b>Craftsmanship</b>	<i>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, dynamics, timbre, tempo, texture, rhythm, melody) do not connect well or are not used to organize musical ideas or the form.</i>	<i>Presents on complete musical idea. However, composition lacks overall completeness. Fails to use musical elements to organize musical ideas or form.</i>	<i>Ending feels final. Uses at least one musical element to organize the musical ideas and overall form.</i>	<i>Presents at least one complete musical idea. Has a coherent and organized form with a clear beginning, middle, and end. Uses musical elements to organize musical ideas or the form.</i>

<b>Melody</b>	<i>Does not feel complete or coherent.</i>	<i>Seems complete and coherent but lack imagination.</i>	<i>Seems complete and coherent and contains some imaginative aspects.</i>	<i>Is convincingly complete, coherent, and imaginative.</i>
<b>Rhythm</b>	<i>Is erratic. It does not make musical sense for the piece overall.</i>	<i>Is stable but does not have any variety or does not make musical sense for the piece as a whole.</i>	<i>Makes musical sense for the overall form of the composition. Is coherent and makes musical sense. It adds to the aesthetic effectiveness of the composition.</i>	<i>Is coherent and makes musical sense. It adds to the aesthetic effectiveness of the composition.</i>
<b>Harmony</b>	<i>Has overly simple or incorrect harmonic idea and demonstrates little ability to manage tension and release over musical time. Lacks harmonic inversions and voice leading.</i>	<i>Has good harmonic ideas but needs more work to demonstrate skill at managing tension and release over musical time. Inversions and voice leading are evident, but not skillfully written.</i>	<i>Has good harmonic ideas that demonstrate skill at managing harmonic progressions, tension and release over musical time. Skill with voice leading is evident.</i>	<i>Composition has excellent harmonic ideas that demonstrate mastery in harmonic progressions, voice leading, and managing tension and release over musical time.</i>

*Rubric is a modification of one presented by: Hickey, M. (1999). Assessment rubrics for music composition. Music Educators Journal, 84 (4), 26 -33.*

**Judges' Comments:**

**Judge Signature/Date:** \_\_\_\_\_