

Project Grading Rubric

Standards	Professional Level (3)	Intermediate Level (2)	Beginner Level (1)	Grade Each 1-3	
Melody:	Melody feels fully formed and musically coherent. Makes effective use of melodic and rhythmic sequencing to develop its theme and displays understanding of intervalic relationships. Shows understanding of phrasing by displaying thematic materials, a climax, and a resolution. Has memorable qualities. Strong melodies show a deep relationship with the bass line.	Melody shows some use of thematic material, build and phrasing.	Melody lacks coherence and trajectory. Melody lacks repetitive thematic content, sequencing and build. The melody doesn't have a discernible relationship with the bass. The melody is very hard to sing and lacks memorable qualities.	_____	Use of thematic repetition
				_____	Balance of phrasing
				_____	Overall effectiveness
Standards	Professional Level (3)	Intermediate Level (2)	Beginner Level (1)	Grade Each 1-3	
Rhythm	Rhythmic arrangement is coherent, makes musical sense and adds to the aesthetic effectiveness of the composition. Has appropriate use of space. Shows understanding of syncopation, balance, density and concepts of feel and groove.	Rhythmic arrangement shows some but insufficient use of the listed concepts and understanding of tempo and grid.	Lacks understanding of the grid in a DAW and principles of quantization, groove and rhythmic arranging.	_____	Proportion
				_____	Balance
				_____	Overall effectiveness
Standards	Professional Level (3)	Intermediate Level (2)	Beginner Level (1)	Grade Each 1-3	
Harmony:	There's coherence between the melodic and harmonic elements. Student understands the difference between tonal/functional and modal harmony and understands the intervalic structure of basic triads and 7th chords. Student	Ability to imitate and understand harmonic concepts in reference music.	Lack of basic understanding and use of Western Harmony principles in developing chord progressions and relationship to melody.	_____	Coherence
				_____	Direction
Form	Presents at least one complete musical idea. Has a coherent and organized form with a clear beginning, middle and end. Use of musical devices to organize coherent musical ideas.	Showing a limited use of form and structure to develop ideas.	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.	_____	Innovation
				_____	Organization
				_____	Cohesion
Sound Design	Development and use of original sounds and libraries and a coherent and creative sense of combining sounds and textures.	Starting to develop original sounds, samples libraries, and an understanding of layering sounds.	Using stock presets and showing a lack of understanding when layering sounds, timbres, and textures.	_____	Innovation
Total Grade Notes				0	Total Grade
- The project must be scored 1-3 in each category above, the sum of which constitutes the Total Grade.					
Comments:				0	
Instructor Signature _____ Date: _____					