

Names: _____

Division: _____

Rubric for Stomp Composition Project

	Extending	Proficient	Developing	Emerging
Steady Beat / Tempo	A steady beat is maintained throughout piece. There is at least one tempo change. Every member played rhythms that complimented the beat.	A steady beat is maintained throughout the piece. There may be a tempo change. All members stayed with the beat most of the time.	A steady beat is maintained through some of the piece. No tempo change, or it was not transitioned to well. Most members stayed with the beat occasionally.	The steady beat was present occasionally. No discernable tempo change. Most members playing to individual beats – not together.
Rhythm	Rhythms were very interesting and complimented each other well. Rhythms stayed with basic beat at all times. Complex rhythmic layering successful.	Rhythms usually complimented each other. Rhythms stayed with basic beat most of the time. Some complex rhythmic layering attempted.	Rhythms occasionally complimented each other. Rhythms stayed with the basic beat some of the time. Rhythms lacked complexity. Layering of rhythms not entirely successful.	Rhythms seemed independent of each other. Rhythms did not stay with basic beat. Rhythms were very simple or layering not attempted.
Theme / Movement / Creativity	Extremely creative theme. All objects make sense as related to theme. Objects as instruments display ingenuity. Visually interesting.	Interesting theme created. All objects make sense as related to theme. Objects as instruments display creativity. Visually interesting.	Theme created that works for project. All objects make sense as related to theme but may require explanation. Objects as instruments display some creativity. Some visual interest.	No theme created or lacks creativity. Objects make little sense as related to theme. Objects as instruments lack creativity. No visual interest.
Form / Dynamics	The piece consists of excellent form and structure. Variety of sections apparent including intro, ending and	The piece consists of good form and structure. Intro, ending and improv sections are readily apparent as well	The piece consists of some form and structure. Not all sections apparent – key sections missing. Lacks a balance of	Absence of form and structure – no clear plan. Group does not begin and/or end together. Only one dynamic level

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	<p>improv sections. Balance of contrast and repetition. Entire range of dynamics used. Dynamics help delineate form.</p>	<p>as 1-2 more. Balance of contrast and repetition. At least 2 dynamic levels used. Dynamics help delineate form.</p>	<p>contrast and repetition. One or two dynamics used. Dynamics may help delineate form.</p>	<p>used. Dynamics make little sense with objects and theme.</p>
<p>Improvisation</p>	<p>Each member has a clear improvisation opportunity. Improv stays with basic beat. Members improv rhythms with confidence.</p>	<p>Each member has a clear improvisation opportunity. Improv stays with basic beat. Members try their best to improv rhythms with some confidence.</p>	<p>Each member has an improvisation opportunity (may require explanation where). Improv stays with basic beat some of the time. Members attempt rhythmic improv but need more confidence.</p>	<p>Each member may or may not have an improvisation opportunity. Improv fails to stay with basic beat. Member do not attempt rhythmic improv.</p>
<p>Practice / Participation</p>	<p>Members make excellent use of class time. All members help equally. Everyone has an active role in performance. Group practices outside of class time.</p>	<p>Members make good use of class time. All members helps almost equally. Everyone has an active role in performance. All try hard and encourage.</p>	<p>Members make fair use of class time. Most members help almost equally. Everyone has good roles in performance, but different activity/effort levels apparent.</p>	<p>Members make poor use of class time. Some members lacked involvement. Members avoid active roles in performance OR Members/Group do not participate appropriately or piece is incomplete.</p>