

Composition Assessment

Scope

- Does the piece meet or exceed assignment expectations (duration, # of voices)?
- Is the piece performance ready?
- Is the work thoughtfully thorough? (e.g. dynamics, slurring/tonguing/bowing, expressive indications, etc.)
- Have you included a thorough and thoughtful accompanying paragraph?

A B C D

Performability

- Is a specific student age group targeted?
- Are the demands made on the performers reasonable and appropriate?
- Is there a good understanding of the idiomatic limitations and possibilities of the specific voice types and/or instruments?

A B C D

Communication/Representation/Recording/Notation

- Does the piece look professional – is the score neat and tidy?
- Is it well laid out and easy to read, understand, and follow?
- Does it respect the conventions of music notation?
- Recording*: Does the recording clearly communicate how the piece of music is intended to sound?

A B C D

Aesthetic Success

- Does the piece have a satisfying shape/structure?
- Is there innovation and/or originality?
- Is there an effective balance between the expected and unexpected, and between repetition and variety?
- Will the piece engage listeners and continue to engage on repeated listening?

A B C D

Composing Technique

- Is the work careful and thoughtful?
- Is the piece true to itself – do the ideas fit together coherently?
- Are there enough ideas to keep the piece interesting?
- Are the ideas used/explored thoroughly?
- Is technical skill evident in the employment of harmony, counterpoint, and part-writing?

A B C D