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| **MUSICAL MOOD WRITING RUBRIC** |
| **WRITING COMPONENTS** | **4 - I've got it!** | **3 - I've almost got it.** | **2 - I'm working on it.** | **1 - I don't know it yet.** |
| Mood Topic  | The mood is clearly the topic and described in detail. | The mood is described, but it may not be the topic or described in detail. | The mood is described with non-mood words and may or may not be the topic. | The mood is not described. |
| Personal Connection | A personal connection is made between the music and a person, place, thing, memory or experience and described in detail with specific references to the music. | A personal connection is made between the music and a person, place, thing, memory or experience, but may not be described in detail or may not refer to the music. | A personal connection is attempted but not made. | No personal connection is made between the music and a person, place, thing, memory or experience. |
| Identified Musical Elements as Supportive Evidence of the Mood (tempo, dynamics, instrumentation, form/design, articulation, melody/harmony, rhythm, style/genre) | The body of the paragraph accurately describes at least 3 relevant and accurate musical elements as evidence of the mood and clearly links them to the mood of the piece. | The body of the paragraph accurately describes one or two relevant and accurate musical elements, but may not link them to the mood of the piece. | The body of the paragraph describes irrelevant or inaccurate musical elements and may or may not link them to the mood of the piece. | No musical elements are identified.  |
| Spelling | Every word is spelled correctly or circled if the writer was uncertain about the spelling. | Most words are spelled correctly or circled. | Most words are not spelled correctly, but some are circled. | Words are not spelled correctly or circled. |
| Punctuation | Punctuation is used and accurate. | Punctuation is used and mostly accurate. | Punctuation is used, but mostly inaccurate. | There is no punctuation. |
| Capitalization | Beginnings of sentences were capitalized. | Most beginnings of sentences were capitalized. | Most beginnings of sentences were not capitalized. | No beginnings of sentences were not capitalized. |
| Complete Sentences | Sentences are complete, clear and rich in detail. | Sentences are complete but many not offer much detail or be unclear or confusing.  | Most sentences were phrases, not complete thoughts. | Sentences were incomplete. |
| Full name on paper | First and last names are clearly written on the paper. | First and last names are on the paper, but may not be clearly written. | Only one part of the student’s name is written on the paper. | No names are on the paper. |
| EXAMPLES | I’ve totally got it!:This piece is joyful and triumphant. It reminds me of a sunny day. The jubilant feeling comes from the allegro tempo and loud fierce dynamics played by the orchestra. These all help create the grand mood of the music.  | I’m pretty close to getting it!:The mood of this piece is joyful. It reminds me of a sunny day. The fast tempo and loud dynamics help create the grand mood of the music.  | I’m starting to get it!:The mood of this piece is joyful. It reminds me of a sunny day. The tempo and dynamics help create the mood. | I don’t think I get it yet!:The mood of this piece is fast. It reminds me of a sunny day. |