

Name: \_\_\_\_\_

### **5316 Final Paper Grading Rubric (Analysis Project)**

- \_\_\_ student provided an annotated score along with their final paper
- \_\_\_ the student added measure numbers (one per system) to the annotated score
- \_\_\_ the student added formal labels to the annotated score
- \_\_\_ the student labeled all important note groupings
- \_\_\_ the student's annotations provided some rationale for every note in the work analyzed (i.e. as part of a scale, chord, pc set, set class, etc.)
- \_\_\_ final paper was double-spaced and in a 12-point font, and submitted as an MS Word document
- \_\_\_ final paper cited at least three different sources
- \_\_\_ final paper followed a commonly used format for citations, and followed it consistently throughout
- \_\_\_ final paper had no more than one spelling error
- \_\_\_ final paper had no more than one grammatical error
- \_\_\_ final paper had page numbers
- \_\_\_ body of the final paper was at least five pages of double-spaced text in a 12-point font when all examples, diagrams, and extra spaces were removed
- \_\_\_ final paper ended with bibliography that adhered to a standard format and included at least five sources
- \_\_\_ final paper had a title page with the student's name and paper title
- \_\_\_ student's title indicated exactly what music the student was going to analyze
- \_\_\_ student began paper with a paragraph that placed the music in a historical context
- \_\_\_ student ended the first or second paragraph with a thesis statement
- \_\_\_ student named the form of the music, and provided a diagram with measure numbers that outlined where each part of the form began

- \_\_\_ student discussed the materials and techniques the composer used to create the work
- \_\_\_ student discussed any extra-musical influences on the composition of the work
- \_\_\_ student's harmonic analysis conformed to one of the standard practices taught in class.
- \_\_\_ student's melodic analysis conformed to one of the standard practices taught in class.
- \_\_\_ student discussed large-scale harmonic relationships in the work
- \_\_\_ student discussed large-scale melodic relationships in the work
- \_\_\_ student discussed rhythmic organization of the work

Each item listed above is worth 2 points, with an additional 50 points being awarded based on the accuracy of the analytical assertions made, for a total of 100 possible points.