**Music Video Assessment Rubric:**

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|  | **20-18 points**  **Superior** | **17-16 points**  **Excellent** | **15-13 points**  **Average** | **<12 points**  **Poor** | **Total** |
| **Movement Techniques** | Students have thoughtfully and deliberately incorporated movement techniques into their film. All techniques are present: 3 energies, topography, spatial relationship, gesture. | Students have incorporated most of the movement techniques into their film in a well-done and rehearsed manner. | Students have incorporated some of the movement techniques but it was not deliberate and does not demonstrate mastery of subject matter. | Students have not thought about movement techniques in relationship to their song and storyline. |  |
| **Storyline and song choice** | Storyline fits well with chosen song and both are appropriately portrayed. Storyline is thoughtful and has an arc that adds to the meaning of the song. | Storyline fits with chosen song and both are appropriately portrayed. Storyline makes sense, but may not have an arc or contribute to the meaning of the song. | Story is there but has holes or is repetitive, does not add to song, and/or is chaotic or not clear to the viewer what the point is. | Students have a music video, but the storyline is weak, there is no arc, or is blatantly repetitive. |  |
| **Cinematography** | Camera angles and shots were pre-planned and thought-through. There is a variety of camera shots used and they worked effectively to portray the song and story. | There is a variety of camera shots used and they worked effectively to portray the song and story of it. | Students used a variety of shots, but they are not focused or edited well, and can be sloppy at times. | The same shots are used over and over, there was not thought beforehand of how to angle the shots. The cinematography is sloppy or thrown together last minute. |  |
| **Process** | Students have used their time masterfully.  Class time was productive and organized.  Ideas were well-thought through, and problems were addressed immediately. | Class time was productive, but perhaps not organized. Problems were addressed, but difficulties arose in addressing them. | Class time was adequately productive, but not utilized fully. Problems were addressed, but struggles occurred which hindered the forward progress of assignment. | Class time was not used well. Problems turned into fights and arguments. There was a significant lack of organization in the process. |  |
| **Teamwork** | Students have worked together collaboratively. Each student has fulfilled his/her individual job masterfully so the group can function well and in a timely manner.  Students were able to use differences to become strengths in the collaborative process. | Students have worked together collaboratively. Each student has fulfilled his/her individual job.  The collaborative process worked well. | Students did not work well together collaboratively, individuals fulfilled assignments, but not on time in a manner to use those to help group. Team members struggled to communicate and the collaborative process and final produced suffered because of it. | Students did not fulfill their individual assignments and this negatively impacted the group’s quality of work. Dissentions and arguments prevented the group from working well together. |  |
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