Junior Cycle Music

Classroom Based Assessment

Music CBA 1: Example H

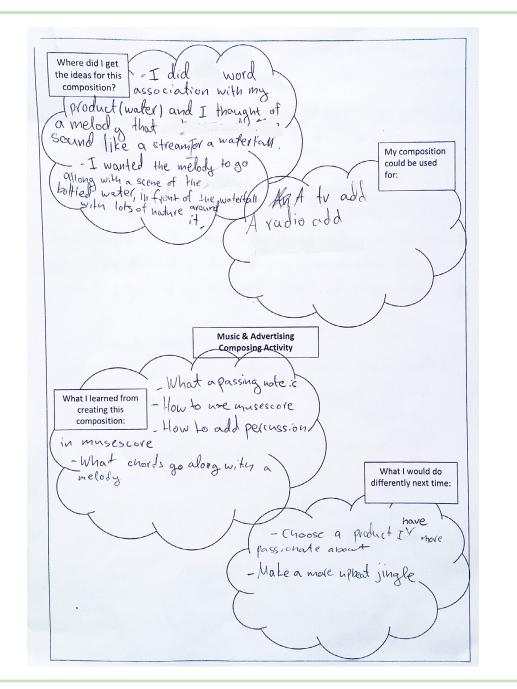
Example H: Piece 1

VIDEO OF DIGITAL: Play Example H Piece 1 on Curriculum Online

AUDIO: (mp3 attached to PDF)

Piece 1, Student Reflection

The music clips required for the aural portion of these examples are attached within this document. When viewing the document on Adobe Reader they can be found under the attachments menu, symbolised by a paperclip. Each file is named for the example it relates to. If you do not have Adobe Reader, we recommend downloading it for free at the following link: <u>https://get.adobe.com/reader/</u>



Junior Cycle Music

Classroom Based Assessment

Example H: Piece 2

NCCA ACCOUNT AND A CONTRACT AND A CO

VIDEO OF DIGITAL: Play Example H Piece 2 on Curriculum Online

Piece 2, Student Reflection



Junior Cycle Music

Classroom Based Assessment

Music CBA 1: Example H

Features of quality for Classroom-Based Assessment 1

See Junior Cycle Music: Guidelines for the Classroom-Based Assessments

Teacher annotations using the features of quality

The annotations capture observations by the teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practising teachers and representatives of the NCCA, the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.

Teacher Annotation

Piece 1:	Water Advertisement	Format:	Audio and Digital
Piece 2:	Норе	Format:	Digital

This second year student chose to submit a jingle and a piece created in response to a stimulus. Both pieces were submitted in digital format using MuseScore.

Both pieces in this composition portfolio contain melodic, rhythmic and harmonic concepts which are well developed in a skilful and sophisticated way. Piece 1 uses syncopation, hand claps and snaps and had a good choice of tempo which make it catchy for the listener. The melody line uses a range of a 9th and is doubled by the ukulele while the piece is supported by a harmonic progression of I - IV - I. One area that could have been enhanced is the the rhythmic accompaniment. There was potential here for a rhythmic ostinato or a more varied rhythm to be added. Piece 2 has well developed melodic, rhythmic and harmonic concepts. Creative use of dynamics add to this piece, which the student reflects could be used in a video game. It is clear that the student was trying to achieve some balance between the chosen instruments and understood why they were selected.

The jingle was shaped to a very clear purpose with the student mentioning in the reflection about word association and making the melody move like a stream. The student uses a combination of ascending and descending notes to achieve this. In Piece 2 the student made good use of slurs and other articulations. Dissonances in the middle of the piece between strings, piano and flute could be addressed in future. The student might also consider clarity around the selected key signature for this composition. Greater awareness of how the instruments sound when all playing together would also improve this piece further.

In line with

expectations

 \ge

Yet to meet

expectations

Overall judgement: Above expectations

Above

expectations

 \geq

Exceptional

