



### Sample G

The first piece I will be performing is Polonaise in G Minor. A polonaise is a slow dance from Poland. A polonaise is usually written in triple time. I am performing this piece on the piano. Polonaise in G Minor was written in 1817. This means Polonaise in G Minor was written in the start of the Romantic period. The composer of this piece is anonymous. The tempo is *allegretto*. This means the piece is played moderately fast. This piece is homophonic. This means there is one melody which is accompanied by a harmony. This piece is played with some staccatos. I think the most enjoyable musical moment of the piece is at the start when I play the staccatos.

The second piece I will be performing is Arabesque by Johann Friedrich Burgmüller. He was born in Regensburg Germany in 1806. His father taught him how to play the piano. Later in his life he moved to France and was a piano teacher and a composer. This piece was composed in the 1800's. This means Arabesque was written in the Romantic period. According to [classical-music.com](http://classical-music.com) an Arabesque is "a piece of notably decorative music, often intended to depict the character of Arabic architecture. The tempo of this piece is *Allegro scherzando* which means to play this piece fast and playfully. The dynamics get louder and softer throughout the piece and get loud at the end of the piece.



## Sample G

### 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 ANNOTATIONS

Format: Handwritten programme note.

There are some interesting facts in this programme note to garner the attention of the listener, with evidence of a good level of research. The details about musical features such as texture, articulation and dynamics were clear and provide some scaffolding to support the listener's experience. For example the student offers a clear and detailed explanation of the term 'Arabesque'.

However, these details were often given at surface level, and needed to be expanded on some more. The note would benefit from an expansion on the features of Romantic music that are particular to each of the pieces.

Even though the composer is not known for one of the pieces, the student has given good background detail and some insight into the style and genre. This is evident in the understanding of what a polonaise is. There is adequate information provided on the biographical details of the composer of the second piece, the Arabesque. Good research is evident here.

OVERALL JUDGEMENT:



In line with expectations