

### Music CBA 1: Example A

#### Example A: Piece 1

### “Tip Toe”



When I was writing this piece I was inspired by my little brother who is always walking on his toes and I never know when he has entered the room.

### Piece 1, Student Reflection

#### *CBA 1 - Composition Portfolio Reflection*

<b>Student Name</b>	
<b>School Name</b>	
<b>Title/Theme of Composition</b>	"Tiptoe"
<b>Where did I get the idea for this composition?</b>	<b>My composition could be used for...</b>
When I was writing this piece I was inspired by my little brother who is always on his toes and I never know when he has entered the room.	I think this piece would work well in a childrens cartoon as it reminds me of my brother and his friends.
<b>What I learned from creating this composition</b>	
I enjoyed exploring key signatures and chose to compose in F major. I included staccato notes to give the impression of my little brother tiptoe-ing. The music is "mp" because my brother is so quiet.	
<b>What I would do differently next time</b>	
if I was to do this again I would add in backing chords, I would widen the range and include higher notes. I also think this bar would work well as an eight bar melody.	

### Example A: Piece 2

#### "Rainy Day"



I wanted this piece to sound like a peaceful walk on a rainy Autumn day, having nowhere to be and nothing else to do other than walk in the rain.

### Piece 2, Student Reflection

#### *CBA 1 - Composition Portfolio Reflection*

<b>Student Name</b>	
<b>School Name</b>	
<b>Title/Theme of Composition</b>	"Rainy Day"
<b>Where did I get the idea for this composition?</b>	<b>My composition could be used for...</b>
I wanted this piece to sound like a peaceful walk on a rainy day, having nowhere to be and nothing else to do other than walk in the rain.	This piece could be used during a mood scene of a film where the character is standing in the rain and is sad.
<b>What I learned from creating this composition</b>	
I enjoyed composing in the key of D major, it was my first time to do so. I used ascending descending notes to portray rain falling. I also used repeated notes as we have many rainy days in Ireland.	
<b>What I would do differently next time</b>	
I would include dynamics to make the piece sound more interesting. I would also like to experiment with a $\frac{3}{4}$ time signature. I would include slurs to make the music sound smooth.	

# Music CBA 1: Example A

## 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:** Tip Toe

**Format:** Written

**Piece 2:** Rainy Day

**Format:** Written

This second year student submitted a 4-bar melody entitled 'Tip Toe' and an 8-bar melody entitled 'Rainy Day' from their Composition Portfolio. The student developed their use of Sibelius notation software during the creation of these pieces and chose to present the melodies in written format.

Both pieces display evidence of melodic and rhythmic concepts which are original and imaginative. In 'Tip Toe', the student states that the inspiration for this composition was their little brother who is always sneaking around on his tip-toes. The music is composed in a major key and in 4/4 time which reflects the simplicity of the character's movement. The use of staccato cleverly conveys the idea of a child tip-toeing, which is original and imaginative. This piece is realised well for its intended youthful audience. 'Rainy Day' was created to illustrate a peaceful walk on an Autumn day. The melody is realised well for its audience, making use of repetition in bars one and five and the student comments that this is because we have rain nearly every day in Ireland. The falling melodic line in bars 4 and 7 give the impression of the rain falling. The piece ends with a clear cadence.

In both pieces, the student shows an adequate level of understanding of the appropriateness of the chosen instrument, which is the piano. However, the student chose only to utilise the treble clef of the piano. In the student reflection, there is reference to including slurs and dynamics. Feedback indicated that this is an area which could be improved in the future as well as further exploration of the pianos bass line or harmonic potential as an instrument for composition.

**Overall judgement: In Line with Expectations**



Exceptional



Above expectations



In line with expectations



Yet to meet expectations