

# Music CBA 1: Example E

### Example E: Piece 1

**AUDIO:** (mp3 attached to PDF)

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: <https://get.adobe.com/reader/>

### Piece 1, Student Reflection

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

<b>Student Name</b>	
<b>School Name</b>	
<b>Title/Theme of Composition</b>	<i>The MissTerious Chase</i>
<b>Where did I get the idea for this composition?</b>	<b>My composition could be used for...</b>
I was inspired by my favourite character from the book series "Black Butler". In this piece, the female assassin is being chased by the butler. I want my audience to feel a sense of adventure and thrill.	If this series was made into a movie or TV show, I think my composition would work well as one of its main theme songs.
<b>What I learned from creating this composition</b>	
I enjoyed experimenting with different tonalities and time signatures. I wanted to create an air of suspense and excitement for the audience by incorporating and mixing a mixture of flowing and exciting rhythms on the piano. I also wanted the bass line that I composed for the piano to have its own purpose. I wanted it to have its own melody and not just be an accompaniment for the upper melody in the right hand.	
<b>What I would do differently next time</b>	
If I was to create this piece again, I would like to lengthen it. I believe that there is more of a story to be told. I would include more ornamentation at the start of the piece for it to sound more of the era that I intended it.	

### Example E: Piece 2

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### Piece 2, Student Reflection

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

<b>Student Name</b>	
<b>School Name</b>	
<b>Title/Theme of Composition</b>	<i>A Mid-Spring Meadow</i>
<b>Where did I get the idea for this composition?</b>	<b>My composition could be used for...</b>
I was inspired by one of my favourite songs “MyR” and I wanted to create my own response to the song. I expect that the listener of this song is one who enjoys uplifting and bright music.	I can imagine my piece being played in the café of a French museum. I think the people in the café would enjoy the music because it is uplifting and relaxing.
<b>What I learned from creating this composition</b>	
I enjoyed creating this piece using a mixture of techniques such as syncopation, sequences and broken chords. I think that my piece represents its title well because the faster tempo and high melody helps me picture a meadow in the middle of spring. I enjoyed experimenting with the higher and lower octaves of the piano throughout the song.	
<b>What I would do differently next time</b>	
I would add more variation to the bass line so that it is not just black chords. I would like to develop the ending further because I think it stops too abruptly.	

# My Music CBA

1.

## Song 1. The MissTerious Chase.

My inspiration for this is a young woman that works as an assassin in the middle 1700's, going to a masquerade ball in an attempt to kill the Earl of House that was hosting it. As she slips through the guards, she quietly makes her way up to where the Earl was located. Unfortunately, she gets caught by a few butlers who immediately recognise her. The butlers start chasing her until they reach the doors of the ball venue. As the protagonist takes a random partner, the butlers do as well. She guides the dance towards the large window and the butlers follow. As they reach the window, she gives a kiss to the man she took for the dance and when he opens his eyes, she's gone.

I tried to incorporate some of the more baroque and classical elements in my piece, such as the alberti bass in the left hand. I had also tried to have a bit of ornamentation in the right hand towards the end of the piece.

The dynamics were also a very crucial part of the piece, as the buildup of music adds to the whole mysterious vibe that I was going for.



2.

## Song 2. A Mid-Spring Meadow

My inspiration for this piece was another song by the name of 'My R' as I really enjoyed its upbeat melody. This piece reminds me of a meadow full of flowers in the middle of spring.

I played this piece high on the piano to make its sound mellow and sweet, almost lullaby-like, as spring is a very gentle time of the year.



# Music CBA 1: Example E

## 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:** The MissTerious Chase **Format:** Audio

**Piece 2:** A Mid-Spring's Meadow **Format:** Audio

This student submitted two piano recordings created in response to stimuli from their composition portfolio.

Both pieces created by this student demonstrate melodic, rhythmic and harmonic concepts which are very highly developed in a thoroughly skilful and sophisticated way. 'The MissTerious Chase' is an exciting and dramatic composition created to portray a thrilling chase. The student introduces new rhythmic, melodic and harmonic concepts throughout. The opening section contains a flowing melody in a minor key accompanied by broken chords in the left hand. There is a distinctive change of mood, a quickening of tempo, new melodic and rhythmic ideas are introduced with variations in the bass and treble lines. The use of the upper register of the piano, together with creative articulation and increasing dynamics, creates a heightened sense of a chase as referenced in the title of the piece. 'A Mid-Spring Meadow' contrasts with the first piece, giving us a broader understanding of this students creative talents. Composed in a major key, the piano has an immediate shift in tone and style. Melodic, rhythmic and harmonic concepts are again highly developed with bass and treble lines well balanced.

In both pieces there is very strong understanding of the appropriateness of the chosen instrument. This can be heard in the use of a very wide range, careful consideration and balance between left and right hand throughout, skilful harmonic accompaniment including block chords, broken chords, arpeggios and contrary motion and use of both minor and major tonality.

Both pieces are shaped to a very clear purpose and allow the listener to imagine the two different scenes.

**Overall judgement: Exceptional**



Exceptional



Above expectations



In line with expectations



Yet to meet expectations