

Music CBA 1: Example F

Example F: Piece 1

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

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

Where did I get the ideas for this composition?

When I was brainstorming for my jingle, I was thinking of everyday things people used and essentials in everyone's life. My first idea was selling phones but I just couldn't come up with a catchy jingle for it. Then, I thought I could come up with a jingle for something as simple as water. I brainstormed what you might want in a good bottle of water and took it from there.

My composition could be used for:

My composition could be used for something where bottled water is absolutely necessary. For example, if there was a marathon coming up or a sponsored walk soon, I could have it played through ads when I know these things are coming up.

Music & Advertising
Composing Activity

What I learned from creating this composition:

From creating this composition, I have learnt how to decide on a suitable chord to accompany the melody. I chose my chords by looking at the note that will play in my melody, and looking for a chord that has that note in it. I discovered that it doesn't always have to be from the same octave, and it can sometimes sound better to play it at a higher or lower octave. For example, in the second bar, the 'voice' is singing a low D, but the ukulele is playing the G chord which contains a high D.

What I would do differently next time:

If I was doing this again, I would like to come up with a jingle with a larger variety of notes. Some higher notes and lower notes. I felt that in the jingle I composed, the melody was very simple, and I would like to play around with it a bit more next time.

Example F: Piece 2

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

Piece 2, Student Reflection

Where did I get the ideas for this composition?

I got this idea as I wanted to do a composition relevant to the time of year. I love Spring and I wanted to compose a piece that highlighted the beautiful aspects of Spring. I created a brainstorm including the different things that happen in Spring. I then highlighted what I wanted to include in the lyrics of my song.

My composition could be used for:

This composition could be used for an ad for Spring or a florist company's ad. I think there's a mention of "growing" and "trees" and the sun. It also has a fun, upbeat melody that reminds me of the happiness in Spring.

**Responding to a stimulus
Composing activity**

What I learned from creating this composition:

I learned many different things from completing this composition. I learnt about contrary motion and I included it in one of my drafts but I didn't think it fit my piece very well. I learned how to add a soprano line. I also learned about passing notes and did include in my piece.

What I would do differently next time:

I wouldn't do anything differently if I was doing this piece again. But, if I was doing a similar task, I would make it a mood piece and add another layer of melody (like the trumpet or something similar).

Music CBA 1: Example F

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: Spring

Format: Digital

This second year student chose to submit a jingle and a piece in response to a stimulus entitled 'Spring' from their composition portfolio. The student included an audio file of a live recording and a MuseScore file of the score along with their reflection. For the piece in response to a stimulus, the student chose to present their work as a MuseScore file.

Overall both pieces contain melodic, rhythmic and harmonic concepts which are developed well and show some originality and some imagination. The jingle is catchy, designed to advertise water at a walking event or a marathon and it is shaped for its intended audience. Built on a simple melody using a range of a 3rd the word setting is placed well. The ukulele plays in unison with the voice while another ukulele provides harmonic support. The rhythmic concepts are simple but well developed. Spring is a mood piece written as music for a florist company and created to portray growth in Spring time. There is a clear structure to the piece with introduction, middle and end. The piece contains melodic, rhythmic and harmonic concepts which show some originality and imagination. The voices, which remain within their respective ranges move in parallel thirds throughout.

In both pieces, there is an adequate understanding of the appropriateness of the chosen instruments and the pieces are shaped to a purpose and realised well for their intended audience. In Spring the text setting is appropriate to the style. However, written under the woodblock shows a lack of understanding of the instrument, which cannot play a melody. The text should be positioned beneath the soprano and/or alto lines. The text 'growing' would have benefitted from an extra note or rhythmic value to show understanding of both syllables. In addition, in bars 1 and 2 the alto has a humming indication beneath its part and the soprano does not. The work could be improved upon by demonstrating a clear understanding of the strengths and limitations of the chosen instruments, more independent part writing of voices and woodblock especially and also extending and perhaps varying the rhythmic and melodic concepts further.

Overall judgement: In line with expectations



Exceptional



Above expectations



In line with expectations



Yet to meet expectations