Junior Cycle Music

Classroom Based Assessment

Music CBA 1: Example B

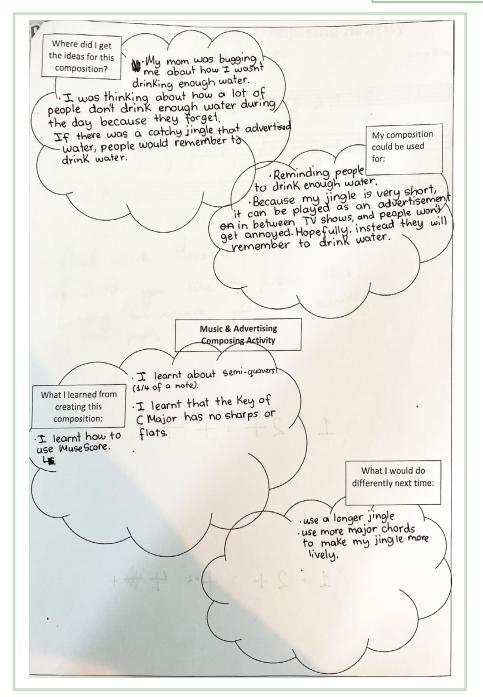
Example B: Piece 1

VIDEO OF DIGITAL: Play Example B 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>



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Example B: Piece 2

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

Piece 2, Student Reflection



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Music CBA 1: Example B

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	Format:	Digital and Audio
Piece 2:	Норе	Format:	Digital

This second year student nominated an advertisement jingle and a mood piece in response to a stimulus from their composition portfolio. The jingle was submitted both as an audio file of a live performance and as a Musescore file. The second piece entitled 'Hope' was presented as a Musescore file.

Both pieces contain melodic, rhythmic and harmonic concepts which are well developed and show evidence of originality and imagination. The student reflection for 'Water' shows that the student was hoping to create a jingle that would entice people to drink water. The text setting echoes this. Leaps in the melody of an octave on the words "water, water" in addition to syncopation place emphasis on these words, which was the intention of the student. There is a clear IV – iim – V harmonic support providing a good foundation for the melody. The fact that it ends with an imperfect cadence adds to the originality of the piece and makes it catchy. 'Hope' was created as a mood piece in response to a newspaper article. Harmonic concepts were well developed in the harp line. The piano experimented with falling 3rds in the harmony line. The instruments chosen in both pieces are appropriate.

Suggestions for improving the work would be to consider varying the melodic line in accompanying instruments rather than writing in unison with the voice part as well as developing the melodic motifs further and perhaps expanding the range. Dynamics' could have been used to better effect. Further exploration of writing for harp and piano and including the bass clef could also improve this work.

In line with

expectations

Yet to meet

expectations

Overall judgement: In Line with Expectations

 \ge

Above

expectations

 \geq

🚞) Exceptional

