

Music CBA 1: Example H

Example H: Piece 1

VIDEO OF DIGITAL: Play Example H 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

Music & Advertising Composing Activity

Where did I get the ideas for this composition?

- I did word association with my product (water) and I thought of a melody that sound like a stream for a waterfall.
- I wanted the melody to go along with a scene of the bottled water, in front of the waterfall with lots of nature around it.

My composition could be used for:

- A tv add
- A radio add

What I learned from creating this composition:

- What a passing note is
- How to use musescore
- How to add percussion in musescore
- What chords go along with a melody

What I would do differently next time:

- Choose a product I have more passionate about
- Make a more upbeat jingle

Example H: Piece 2

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

Piece 2, Student Reflection

Where did I get the ideas for this composition?
I got this idea from listening to the 'Star Wars' soundtrack and the intro song of a Serbian telenovela I watched called 'Nepobedivo Srce' which directly translates to 'undefeatable heart'

My composition could be used for:
My composition could be used in a movie, videogame or it could be played in a concert by the orchestra

Responding to a stimulus Composing activity

What I learned from creating this composition:
- My musescore skills improved
- I learned what contrary motion is.
- I learned the base cleff

What I would do differently next time:
- I think this piece turned out great. I wouldn't change anything.

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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: Hope

Format: Digital

This second year student chose to submit a jingle and a piece created in response to a stimulus. Both pieces were submitted in digital format using MuseScore.

Both pieces in this composition portfolio contain melodic, rhythmic and harmonic concepts which are well developed in a skilful and sophisticated way. Piece 1 uses syncopation, hand claps and snaps and had a good choice of tempo which make it catchy for the listener. The melody line uses a range of a 9th and is doubled by the ukulele while the piece is supported by a harmonic progression of I – IV – I. One area that could have been enhanced is the the rhythmic accompaniment. There was potential here for a rhythmic ostinato or a more varied rhythm to be added. Piece 2 has well developed melodic, rhythmic and harmonic concepts. Creative use of dynamics add to this piece, which the student reflects could be used in a video game. It is clear that the student was trying to achieve some balance between the chosen instruments and understood why they were selected.

The jingle was shaped to a very clear purpose with the student mentioning in the reflection about word association and making the melody move like a stream. The student uses a combination of ascending and descending notes to achieve this. In Piece 2 the student made good use of slurs and other articulations. Dissonances in the middle of the piece between strings, piano and flute could be addressed in future. The student might also consider clarity around the selected key signature for this composition. Greater awareness of how the instruments sound when all playing together would also improve this piece further.

Overall judgement: Above expectations



Exceptional



Above expectations



In line with expectations



Yet to meet expectations