

# **Junior Cycle Music**

### **Classroom Based Assessment**

# Music CBA 1: Example F

**Example F: Piece 1** 

VIDEO OF DIGITAL: Play Example F

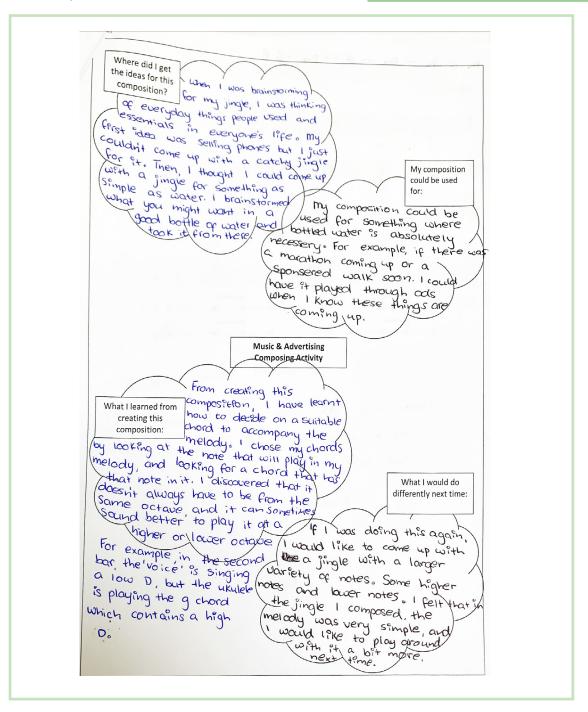
Piece 1 on Curriculum Online

AUDIO: (mp3 attached to PDF)

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/

The music clips required for the aural portion of

Piece 1, Student Reflection





# **Junior Cycle Music**

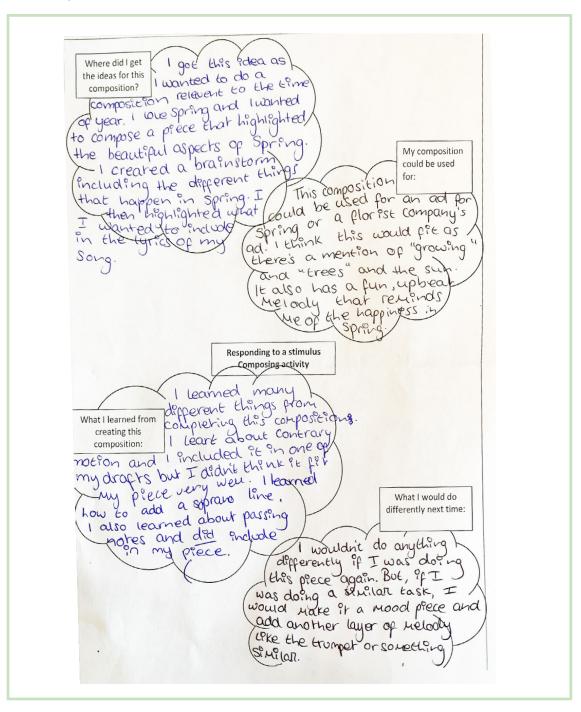
#### **Classroom Based Assessment**

**Example F: Piece 2** 

**VIDEO OF DIGITAL: Play Example F** 

Piece 2 on Curriculum Online

Piece 2, Student Reflection





# **Junior Cycle Music**

#### **Classroom Based Assessment**

# 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









