

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)

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?

- My mom was bugging me about how I wasn't drinking enough water.
- I was thinking about how a lot of people don't drink enough water during the day because they forget.
- If there was a catchy jingle that advertised water, people would remember to drink water.

My composition could be used for:

- Reminding people to drink enough water.
- Because my jingle is very short, it can be played as an advertisement in between TV shows, and people won't get annoyed. Hopefully, instead they will remember to drink water.

What I learned from creating this composition:

- I learnt how to use MuseScore.
- I learnt about semi-quavers (1/4 of a note).
- I learnt that the Key of C Major has no sharps or flats.

What I would do differently next time:

- use a longer jingle
- use more major chords to make my jingle more lively.

Classroom Based Assessment

Example B: Piece 2

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

Piece 2, Student Reflection

Where did I get the ideas for this composition? I got ideas for this composition from the background music of a Ukraine peace campaign. It used the violin and harp and I thought they sounded great together. It really helped spur strong emotions of hope in the video and I thought it would do the same in my piece.

My composition could be used for: my composition could be used for background music in a hope advertisement or for a dramatic scene in a movie.

Responding to a stimulus
Composing activity

What I learned from creating this composition: I learnt how to add dynamics on Musecore. Even though I did not use it in my piece, I learnt about the notes in the bass clef. I also learnt about auxillary notes, passing notes and unessential notes.

What I would do differently next time: I would add a second melody to make my piece sound fuller. I would change the piano to the cello because I think it would accompany the violin well.

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: Hope

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.

Overall judgement: In Line with Expectations



Exceptional



Above expectations



In line with expectations



Yet to meet expectations