

Music CBA 1: Example C

Example C: Piece 1

CALM RIVER

• My piece is based on a flowy calm river.

Piece 1, Student Reflection

CBA 1 - Composition Portfolio Reflection

Student Name	
School Name	
Title/Theme of Composition	Calm River
Where did I get the idea for this composition?	My composition could be used for...
I was on a walk with my family on the River Boyne. It was a calm day and this is where my inspiration came from.	I think this piece could be used for background music in an art gallery as it is very calming.
What I learned from creating this composition	
I learned about using a mixture of different rhythms. I enjoyed adding harmony to the bass clef. I made sure I played it on the piano to listen for any mistakes. I chose to include mainly step movement so that it sounded like a flowing river.	
What I would do differently next time	
I would like to make the bass line more varied. I would also include more dotted rhythms in the treble clef line because I think they sound nice.	

Example C: Piece 2

LILY PADS

The image shows a handwritten musical score for a piece titled 'Lily Pads'. The score is written on two systems of staves. Each system consists of a treble clef staff and a bass clef staff. The time signature is 3/4. The melody in the treble clef is written with a slur over the first four measures of each system. The bass clef part consists of simple chords and single notes. The handwriting is in black ink on a white background.

- I based this piece of lily pads because I always thought lily pads looked peaceful and flowing and thats how I wanted my piece to sound.

A photograph showing several lily pads with large, round, green leaves and several pink and white lily flowers blooming in a pond.



Piece 2, Student Reflection

CBA 1 - Composition Portfolio Reflection

Student Name	
School Name	
Title/Theme of Composition	Lily Pads
Where did I get the idea for this composition?	My composition could be used for...
I have always loved the look of lily pads. I think they are beautiful and peaceful. I wanted my song to also sound beautiful and peaceful.	I think this peice could be used as a jingle in a T.V. ad promoting a spring time festival,
What I learned from creating this composition	
I enjoyed experimenting with different time signatures and key signatures. I included a lot of leap movement to symbolise the frogs leaping from one lily pad to another.	
What I would do differently next time	
I would include broken chords in the bass line. I would vary the rhythm in the treble clef line. I would make some notes staccato to give the impression of a frog leaping.	

Music CBA 1: Example C

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: Calm River **Format:** Written
Piece 2: Lily Pads **Format:** Written

This second year student selected two 8-bar melodies for piano that were in response to stimuli from their composition portfolio. Both pieces were hand written on manuscript paper.

Overall this composition portfolio contains harmonic concepts which are well developed and show evidence of some originality and imagination. In both pieces the student shows clear understanding of the primary chords of I – IV – V, using a clear chordal structure and ending with a V – I cadence. The melody aligns clearly and cautiously with the chosen harmonic progression using step and leap movement and a simple uncomplicated rhythm. The melody also demonstrates understanding of the use of passing notes. In the second piece, the melody has been developed a little further with a wider range and more leap movement. In both pieces, the melody could be described as safe. The student might benefit from taking more risks melodically and exploring melodic concepts further.

There is adequate understanding of the appropriateness of the piano as the chosen instrument. Exploring articulation and dynamics would improve the work. The student could also develop the harmonic concepts further through changing the rhythm, adding block or broken chords or considering the use of minor chords. Both pieces of music are shaped to a purpose and realised well for their intended audience. In the reflection the student makes clear what they were trying to convey and achieves this.

Overall judgement: In Line with Expectations



Exceptional



Above expectations



In line with expectations



Yet to meet expectations