



# CBA1: Composition Portfolio

## Getting Ready

...Assessment Guidelines, p.10-11

Students should have developed some knowledge, understanding and skills across the strands of study: Procedural Knowledge, Innovate and Ideate and Culture and Context, in order to compile this portfolio.

In the majority of cases, the work in the student's portfolio will arise from the ebb and flow of classroom practice. The development of the student's skills as a creator of a musical idea or ideas, and the communication of these ideas is the main purpose of the process. The collection of student compositions promotes student engagement when students:

- identify and choose the stimulus for the creative work
- choose the format(s) in which to create the piece of music
- develop their ideas through engagement with other aspects of the music course
- collaborate through the discussion and exploration of ideas and motifs

It is important that the musical choices that have been considered by the student are central to the creative process. These decisions might include:

- Who is the intended audience for this piece?
- What kind of notation/sound symbols will be most suitable?
- What instruments or voices will best suit this composition?
- What style or genre will best match this piece?
- Will the composition focus on melodic, harmonic or rhythmic elements?
- What structural approach is the most suitable?
- What kinds of processing effects, or vocal effects could be added to the composition?

This list is indicative of the questions that students and teachers should consider as they engage in the creative process. At an appropriate moment in their learning, students should be familiarised with the Features of Quality that will be used to judge the quality of their work.



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