

Exemplar: GCSE Music Composition Log Template 1 (Compositions where technology is not an essential component)



Centre number: _____ Candidate number: _____ Date: _____ Teacher verification: _____

How I am...	Details	Teacher comments
creating, organising and developing my musical ideas	I began to write an 8 bar tune with an idea given by my teacher as part of a homework (Oct 09) . I wanted my tune to grow, so I used a sequence idea just after the 16 bar Section A which started to give my composition a structure (Nov 09) . The middle section of my piece lacked variety, so I created a contrasting melody in the minor key before returning to a slightly changed Section A repeat in the original key (Dec 09) .	Class h/wk set to create 8 bar melody and given a rhythmic motif on which to base it (Oct 09) The ternary form piece now in place with a contrasting middle section preceding a return to a varied Section A repeat (Dec 09)
selecting and controlling instruments and/or resources	Wasn't really sure what voices to use, but started off with flute on the main melody with a string pad providing the harmony underneath—this gave a nice sound and I was able to experiment on Sibelius a bit to get what I wanted (Nov 09) Teacher suggested that the counter melody needed a contrasting wood sound to be heard , so I chose the Japanese flute which I think works well (Dec 09) . Addition of the pizz. Harp in the repeat of section A makes all the difference (Jan 10).	Guidance given on the need to hear each of the instrumental lines in the texture. Pupil made own choices (Jan 10)
using structure and/or form	The opening Section A needed a contrasting section B of roughly the same length and it sounded balanced when I included it. I originally thought a binary movement would be OK, but having changed the key, I included a slightly changed repeat of Section A since it brought me back. Ternary movement completed Dec 09.	Discussion with pupil about his B section. Asked if he felt it was unfinished. He decided it was and would add a third section to complete a ternary form. (Dec 09)
using harmony and accompaniment style to communicate	I started off with the sustained chords in the string pad, but it seemed to be very boring, or something. After I discussed how I wanted to change this with my teacher, the repeated chords gave the piece a sense of life which was made even better when I added the arpeggio harp idea in the A2 repeat. The Harp I think helps to give the running water effect I wanted for the piece. (Jan 10)	Guidance given on how to create momentum, related to the use of rhythmic motifs in the set pieces in the Core Area of Study. Pupil made own choices. (Jan 10) Final piece submitted (Apr 10)