

**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 <b>(Oct 09)</b> . 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 <b>(Nov 09)</b> . 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 <b>(Dec 09)</b> .	Class h/wk set to create 8 bar melody and given a rhythmic motif on which to base it <b>(Oct 09)</b>  The ternary form piece now in place with a contrasting middle section preceding a return to a varied Section A repeat <b>(Dec 09)</b>
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 <b>(Nov 09)</b> 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 <b>(Dec 09)</b> . <b>Addition of the pizz. Harp in the repeat of section A makes all the difference (Jan 10).</b>	Guidance given on the need to hear each of the instrumental lines in the texture. Pupil made own choices <b>(Jan 10)</b>
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. <b>(Dec 09)</b>
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. <b>(Jan 10)</b>	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. <b>(Jan 10)</b>  Final piece submitted <b>(Apr 10)</b>