

#### Coimisiún na Scrúduithe Stáit

**State Examinations Commission** 

#### LEAVING CERTIFICATE EXAMINATION 2005

M50

WRITE	<b>YOUR</b>	EXAMINA	ATION NUMBER HERE
	IOUN		



**MUSIC - HIGHER LEVEL COMPOSING (100 marks)** 

THURSDAY 23 JUNE – AFTERNOON, 2.00 to 3.30

STAMPA AN IONAID (Centre Stamp)

# DON SCRÚDAITHEOIR

Móriomlán na Marcanna

CEIST	MARC
1	
2	
3	
4	
5	
6	
MÓRIOMLÁN	
GRÁD	

#### **INSTRUCTIONS TO CANDIDATES**

	Write your	examination	number, as	s required,	in the	box	above
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Answer the questions in the spaces provided in this question-answer book.

You may use the spaces in the middle and at the end of the question-answer book for rough work.

- 1. Total of end of page totals 2. Aggregate total of all disallowed question(s) 3. Total mark awarded (1 minus 2)


## Answer TWO questions – ONE from Section A (Melody Composition) and ONE from Section B (Harmony)

### **SECTION A – MELODY COMPOSITION (40 marks)**

Answer ONE QUESTION ONLY in this section: Q1 or Q2 or Q3

#### Q.1 CONTINUATION OF A GIVEN OPENING

- Continue the opening below to make a 16-bar melody.
- Add appropriate performing directions (phrasing and dynamics) to the melody.
- Choose a suitable instrument for your melody from the following list:

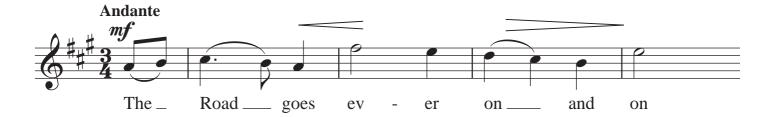
flute	violin violin	oboe	accordion	horn	trumpet
Allegro				f	
_					

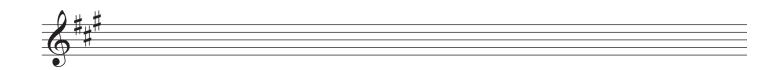
#### Q.2 SETTING MUSIC TO A GIVEN TEXT

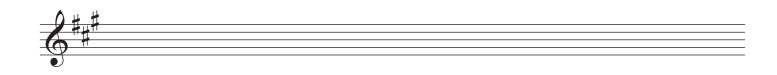
Here is an excerpt from *The Road Goes Ever On (The Lord of the Rings)* by J.R.R. Tolkien.

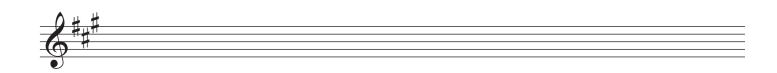
The Road goes ever on and on Down from the door where it began. Now far ahead the Road has gone, And I must follow if I can.

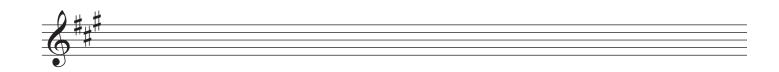
- The opening line has been set to music below.
- Set the remaining words to make a melody of 16 bars. (You may exceed this number of bars, and include a modulation, if you wish.)
- Add appropriate performing directions (phrasing and dynamics).







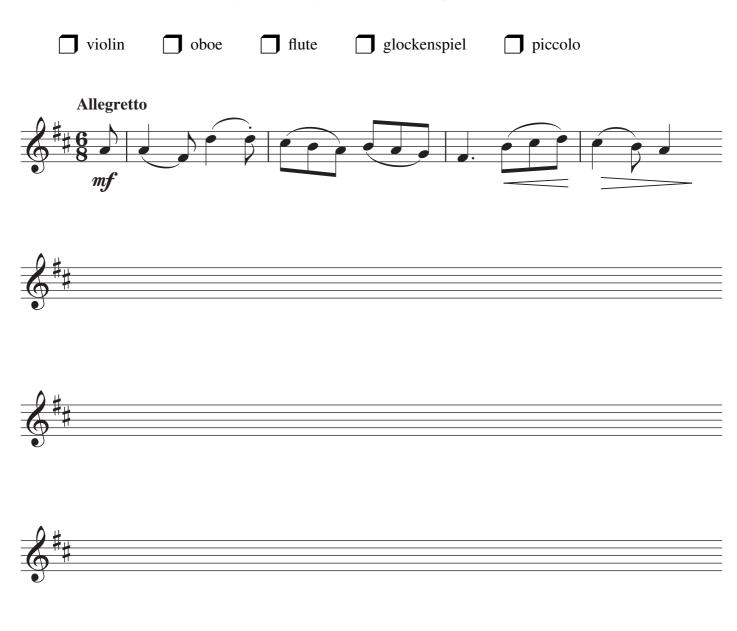




#### Q.3 COMPOSING TO A GIVEN DANCE RHYTHM OR METRE OR FORM

The opening phrase of a gigue is given below.

- Continue the given opening to make a 16-bar melody.
- Use the form AA<sup>1</sup>BB<sup>1</sup>.
- Include a modulation to the dominant at a suitable point.
- Add appropriate performing directions (phrasing and dynamics).
- Choose a suitable instrument for your melody from the following list:



#### **SECTION B – HARMONY (60 marks)**

Answer ONE QUESTION ONLY in this section: Q4 or Q5 or Q6

## Q.4 COMPOSING MELODY AND BASS NOTES FROM A SET OF CHORDS

#### PREPARATORY WORK

• Plot the chords available in the key of  $B^{\flat}$  major, either in the chord bank grid or on the stave below.

Notes of chord	F D		A F				Eb C
	B♭		D				A
Chord symbol	Bb		Dm				Adim
Roman numeral	I	ii	iii	IV	V	vi	vii



- Study the following piece of music.
- Using the chords indicated, compose melody and bass notes to complete the piece in the given style.

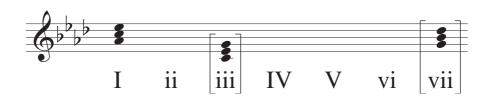


# Q.5 COMPOSING BASS NOTES AND CHORD INDICATIONS TO A GIVEN TUNE

### PREPARATORY WORK

• Plot the chords available in the key of  $A^{\triangleright}$  major, either in the chord bank grid or on the stave below.

Notes of chord	Eb C Ab		G E C				D♭ B♭ G
Chord symbol	Αþ		Cm				Gdim
Roman numeral	I	ii	iii	IV	V	vi	vii



Study the following song and insert suitable bass notes and chord indications in the style of the given opening.

- Do not repeat the same chord in the same position in adjacent boxes.
- You may use chord symbols or Roman numerals, but not both.
- If you choose Roman numerals, use *lower case* for *minor* chords.

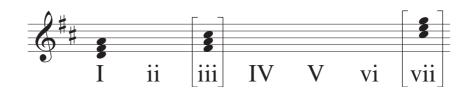


## Q.6 ADDING A COUNTERMELODY OR DESCANT AND CHORDAL SUPPORT TO A GIVEN TUNE

#### PREPARATORY WORK

• Plot the chords available in the key of D major, either in the chord bank grid or on the stave below.

Notes of chord	A F <sup>#</sup> D		C# A F#				G E C#
Chord symbol	D		F#m				C <sup>#</sup> dim
Roman numeral	I	ii	iii	IV	V	vi	vii



- Study the following piece of music.
- Insert suitable chord indications in the boxes provided and continue the descant part in the given style to complete the piece.
- You may use either chord symbols or Roman numerals but not both.
- If you choose Roman numerals, use *lower case* for *minor* chords.
- Do not repeat the same chord in the same position in adjacent boxes.



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