Sounds
iff very loud and PPP very soft so it has variety.

Sequences
then tuba goes up then down so it's exiting and wakes up the audience.

Textures
really exiting and scary so it's fun to listen to.

Timbres
Tuba, piccolo because they are different.

Dynamic Shapes

Melodic/Harmonic Ideas
Piccolo on melody, tuba on harmony because piccolo is an higher and is good on melody and tuba is really low.
**Tempo:** My tempo is pretty fast because I definitely don't want it to drag and become boring. I want the characters to be excited about the phone and encourage them to buy it. Also, it represents the phone because it is a fast phone.

**Rhythm:** The rhythm is jumpy and exciting because this phone is a brand new thing, and it is really big. It will make people want to buy it if it is exciting and fast so people will want to buy it fast.

**Dynamics:** This is forte because I want it to pop out. At the end, it wants it to fade out into piano. Also, it will be more exciting if it is louder.

**Timbre:** I picked violin because it
<table>
<thead>
<tr>
<th>What works well? (pitch, rhythm, harmony, dynamics, form, texture, form, and/or style/ articulation)</th>
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<tbody>
<tr>
<td>There is no dynamics</td>
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<td>What could improve the composition?</td>
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What did you learn from the peer and teacher feedback that will help you make to the composition more effective?  
*This section to be complete by the composer*

I learned to put in dynamics.
articulation) are used to promote the new Smartphone, and portray its characteristics:

She chose a faster tempo because the phone's connection is faster & syncapated. Then because the phone has lots of new updates.

Not to fast because didn't want it to be too speedy but didn't want it to drag.

Evaluate the composition citing specific examples of how the composition is or isn't appropriate in style, mood, and/or performance quality for the advertisement of the Smartphone.

It is very up beat and has a good syncapated rhythm. The timbre was used very nicely and went along with the words well.