

# Sonic Pi Composition [Brief and Rubric](#)

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## **Brief for group and individual project:**

The purpose of your project is to write music suitable to the mood of a supplied short video of about 1 - 2 minutes in length both in a group and individually. These [videos](#) have specific themes on current issues facing the world today like: climate change, plastic in the oceans, and the refugee crisis. Your aim is to create what you think might be an appropriate musical background for your chosen film for both projects. Consider what would be an appropriate mood for the topic of your chosen film. There are no wrong answers and you are encouraged to creatively explore and experiment with different combinations of sounds. Please see the assessment rubric below for specific requirements for the final outcomes.

## **SOLO taxonomy for assessing composition projects**

	<b>Prestructural [P]</b>	<b>Unistructural [U]</b>	<b>Multistructural [M]</b>	<b>Relational [R]</b>	<b>Extended abstract [A]</b>
	E Grade equivalent Clear Not Achieved (NCEA) equivalent	D Grade equivalent Almost/just barely achieved (NCEA) equivalent	C Grade equivalent Achieved (NCEA) equivalent	B Grade equivalent Merit (NCEA) equivalent	A grade equivalent Excellence (NCEA) equivalent

Individual contribution to group project ( <i>group project only</i> )	Little or no obvious contribution	Some contribution but in a superficial and small way	Obvious contribution to some development of the outcome	Clear contribution to core elements within the final project	<i>As per Relational with:</i>  Skilful use for communication to promote ideas and thoughts with clarity
	Disengaged	Little demonstration of collaboration in pair programming activities  Little engagement	Pair programming activities demonstrated some collaboration  Engaged for most of the time	High degree of collaboration demonstrated  Considered and (perhaps) compromised on some of their own ideas where disagreement between group members occurred  High level of engagement	
Programming	Substantially lacks knowledge of programming constructs presented in lessons  Code has bugs that prevent it from running	Minor floors in basic brief requirements  Minimal and basic use of programming concepts  Program runs but could have bugs that prevent some parts from running  A functioning synthesiser has been created but with little refinement and exploration	A valid solution according to the brief given  Some code redundancy  Program runs bug free or has bugs that only very minimally affect the output  Uses sequences and loops  Uses samples and effects  A synthesiser has been created which changes a fundamental waveform in some way	Removed most code redundancy and has a clear logical structure  Advanced use of sequences, loops, a random number generator, and a variety of Sonic Pi's functionality including samples and effects  Program is bug free and runs as expected according to brief requirements  A synthesiser has been created which demonstrates creative sculpting of waveforms with attack, release, sustain and decay	<i>As per Relational with:</i>  Skilfully uses constructs and concepts beyond those required in the exercise to provide an improved solution.  Efficient use of algorithms  Obvious demonstration of creative exploration, refinement, and optimisation in final outcome

<b>Music (<a href="#">DI and CI strand only</a>)</b>	<p>Incomplete or no audio</p> <p>No engagement with the topic of the chosen film</p>	<p>Sounds and instrumentation used do not blend well</p> <p>Obvious unintentional tonal clashing/unrelated sounds</p> <p>Rhythms used lack variety, clarity, and clash between sounds</p> <p>Timbres demonstrate little creative exploration and experimentation</p> <p>Tonality demonstrate little creative exploration and experimentation</p>	<p>Demonstration of some engagement with the subject of the video chosen</p> <p>Sounds and instrumentation are used simply with little manipulation</p> <p>The sounds chosen blend</p> <p>Some rhythmic variety and demonstration of creative exploration</p> <p>Personalised tonality used (created a scale as per lesson #2)</p> <p>A range of compositional techniques used such as repetition, layering, and silence</p> <p>Thoughtful use of frequencies</p> <p>No sound is too overbearing to the overall mix</p>	<p>Effective and a highly creative response to the film chosen</p> <p>Sound/instrumentation chosen blend well</p> <p>A range of rhythms, frequencies, timbres and tonal colours demonstrate effective exploration and refinement</p> <p>Effective use of composition techniques used</p> <p>Sounds are mixed to a high standard</p>	<p><i>As per Relational with:</i></p> <p>Convincing, imaginative, and refined response to the video chosen</p> <p>The sounds chosen all complement each other</p> <p>Stylistically assured</p> <p>Imaginative variety in use of rhythms, frequencies, timbres, and tonal colours</p>
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**Credits**                Developed by Chris Petrie.

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