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| **Date:** Week 9 | **No. Of Pupils:** 30 aprox. | **No. Teachers:** 2 | **Duration:** 1 hour |

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| **Role of Teaching Assistants:**  To provide support to student’s who were absent or struggling. To participate in group performances and discussion. Advanced peers should also be used to assist other peers.  Aid with set up and take down of equipment. |
| **Prior Knowledge of Pupils:**  An understanding of how to operate a Raspberry Pi and write basic coding using the application Sonic Pi.  Commands: *Play, Sleep, Run, use\_synth, loop do, end, use\_sample, sleep sample\_duration, in\_thread, rrand, .choose, with\_fx, attack, release, sustain* |
| **Contents: Lesson 9 of 11(12)**  Students will discuss how to musically recreate sounds and begin work on their soundscape compositions using all the knowledge developed to date. |
| **Vocabulary/keywords**  Soundscapes |
| **Anticipated problems:**  Issues with Raspberry Pi (check all Pi’s before use)  Possibility of absence students (peers/teaching assistants to assist with catch up) |

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| **Learning Objectives**  **1.** To analyse a soundscape musically  **2.** To begin work on soundscapes | **Learning Outcomes**  **All** pupils would be able to use begin their performance compositions  **Most** pupils would be able to engage in discussion over soundscape analysis  **Some** pupils would be able to finish a soundscape. |

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| **Resources**  Assessment Criteria |
| **Risk Assessment**  Medium – Trip hazard due to multiple cables, use of electrical equipment. |
| **Ultimate Learning Outcome**  **1.** To compose a piece of music using Sonic Pi  **2.** To create a live performance as a group using Sonic Pi  **3.** To understand how a computer can be used as a musical instrument |

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| **Timing** | **Task/Activity** | **Resources** |
| **Engage** | Analysis a space soundscape created using sound design, focus on harmony and tonality. | Example of space soundscape |
| **Explore** | Students should begin would on their soundscapes using all the knowledge covered so far in the course. |  |
| **Evaluate** | Play some examples of students work and have the class reflect upon it musically with suggestions of improvement or progression |  |
| **Extend** | Students should continue to work on their performance compositions for the remainder of the lesson. |  |
| **Closing** | Pack up equipment. |  |

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| **Equipment**  x15 Raspberry Pi, x15 Monitors, x15 keyboards and Mouse, x30 sets of headphones, x15 headphone splitters, x15 SD cards, x15 power supplies. |

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| **Possible Questions for Reflection/Recommended Resources** |
| What could be added to this composition?  How might you describe the texture/timbre of this composition?  How would you describe the harmony of this piece?  What instruments or sounds do you hear? |

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| **Assessment** | **Assessment Criteria** |
| **Individual** – Using all knowledge gathered throughout the course students should create their own personal composition based around the suggested briefs listed (*Can be altered*).  **- Compose an original piece in any style.**  **- Compose a horror soundtrack for a film**  **- Rewrite a famous/well known song using Sonic Pi.**  Documentation on planning and development of the composition is also recommended to aid assessment. This can be completed via: written, audio diary, video diary. (*Due week 10*) | Use a system of 1-4 to assess different aspects of the composition  **Technique**  **1** (*easy*) – correct use of commands: play, sleep, loop do, end  **2** (*Intermediate*) – correct use of commands above plus: use\_synth, use\_sample,  **3** (*Upper Intermediate*) – correct use of commands above plus – in\_thread do, with\_fx, attack, release, sustain.  **4** (*Advance*d) – correct use of commands above plus: rrand, .choose, default.  **Structure/Texture**  **1** (*easy*) – use of 2-4 loops to create different sections  **2** (*Intermediate*) – The above plus use of multiple synths and instruments.  **3** (*Upper Intermediate*) – Use of threads to layer instruments in time  **4** (*Advance*d) – Advanced use of threads and instruments.  **Timbre/FX**  **1** (*easy*) – correct use of at least 2 FX  **2** (*Intermediate*) – the above plus altering parameters of FX throughout piece.  **3** (*Upper Intermediate*) – the above plus use of instrument manipulation.  **4** (*Advance*d) – the above plus combination of other features into FX such as rrand.  **Style/Write Up**  **1** (*easy*) – piece matches overall feel of brief.  **2** (*Intermediate*) – Clear sense of influences and application.  **3** (*Upper Intermediate*) – Detailed reflection using correct musical terms on piece.  **4** (*Advance*d) – piece stands on its own as a composition with a detailed write up explaining thought process of creation. |
| **Performance** – All students will engage in a soundscape performance at the end of the term. There will also be opportunity for students to conduct as well. Possible environments. (*Due week 11*)  - **Space, City, Forest, Underwater** | **Preparation**  **1** (*easy*) – inadequate preparation of 4 soundscapes.  **2** (*Intermediate*) – 4 basic loops for performance with a clear contrast in sound  **3** (*Upper Intermediate*) – use of advanced techniques to create soundscapes.  **4** (*Advance*d) – Loops display clear understanding of sounds in relation to music using advanced techniques  **Performance**  **1** (*easy*) – Compositions are played without interaction.  **2** (*Intermediate*) – correct use of faders to alter dynamics.  **3** (*Upper Intermediate*) – basic use of live coding within performance.  **4** (*Advance*d) – Advanced use of live coding potentially from a blank workspace during the performance. |