

# Music Year 9:

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Verbal Feedback Collective Feedback Teacher Assessment X3</p>	<p>Tier 2 Words Composition Perform Collaborate Product Design Ensemble Rehearse Language Analyse Emotion Co-ordination Traditional Software Input Audio Technology</p>	<p>Discover the skills and techniques needed to become a musician.</p> <p>Refer to professional music careers that need specific skill sets.</p> <p>Become known to other careers in the Performing Arts sector.</p>

## Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

## YEAR 9 HALF TERM 5 - SOL Topic: "Computer & Video Game Music"

### Learning Intentions:

The unit begins by looking at Character Themes in computer and video game music before pupils move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games. The characteristic musical features of much computer and video game music: jumping bass lines, staccato articulation, chromatic movement and syncopation are included as musical knowledge through composing and performing tasks. Sound effects are then explored and pupils either perform or create a range of sound effects to match common actions and cues within games. Students create a musical score/soundtrack for a computer or video game creating their own theme and sound effects.

Language for Learning/Glossary (Tier 3): Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology, Orchestra, Cues, Decision Motif, Jumping Bass Line, Disjunct, Staccato, Articulation, Chromatic Movement, Syncopation, Character Theme/Motif, Leitmotif, Orchestration, Timbre/Sonority, Texture, Pitch, Dynamics, Tempo.

### How you will be assessed:

- Computer & Video Game Composition

### Careers:

- Video game composer/Producer.

