TOPIC OVERVIEW DOCUMENT

YEAR 8 - Music – TOPIC ON ROUTE MAP

TOPIC OVERVIEW:

In this unit you will explore the musical concepts of **consonance and dissonance** through practical keyboard work. You will learn how different combinations of notes and chords can create contrast, tension and resolution within a piece of music. You will develop your keyboard technique whilst experimenting with simple chord sequences, intervals and harmonic patterns. You will listen carefully to the effect of consonant and dissonant sounds, using this understanding to make informed musical choices in performance and composition tasks.

Your previous studies with rhythm notation and elements of music will support your learning in this topic as you will have the basic foundation of musical vocabulary to analyse the pieces we listen to.

This study will also come in useful when you study game music in year 9 and if you continue your studies in music on to KS4 and KS5.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Atmosphere Compare Effect Evaluate Expectation Mood Resolution Tension	Chord Consonance Dissonance Harmony Interval Root Triad	Define consonance and dissonance. Know what an interval is. Recognise semitones, tones, octaves, thirds and fifths. Know what a chord and triad are. Understand the concept of resolution.	Listen and identify consonant and dissonant sounds. Perform and distinguish different intervals. Perform, identify and construct simple chords. Compose and perform musical ideas that move between tension and resolution. Perform, analyse and evaluate a completed composition.

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Checkpoint 1: Students listen to a series of short musical examples containing different intervals/chords.	• Identify whether the sound is primarily consonant or dissonant. • Describe the effect of the sound. • Suggest an emotion, mood or atmosphere it	• Listen and identify consonant and dissonant sounds. • Analyse and evaluate a completed composition.

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	could create. ● Explain what they expect to happen next.	
Checkpoint 2: Students compose a 4–8 bar musical idea, then perform their idea to a partner.	Their piece much include ● At least one consonant section; ● At least one dissonant section; ● A clear change between the two; ● A deliberate use of tension; ● A clear resolution.	● Perform and distinguish different intervals. ● Perform, identify and construct simple chords. ● Compose and perform musical ideas that move between tension and resolution.

Milestone assessment: What does your assessment look like?		
Vocab: Year 8 (5) Be able to define terms from both tier 2 and tier 3 vocabulary lists	Knowledge tasks: Year 8 (25) This will take the form of a listening assessment, where students will be asked questions regarding consonance, dissonance, and different musical intervals.	Disciplinary tasks (skills): Year 8 (20) Students create and perform a 16–32 bar composition demonstrating their understanding of consonance and dissonance. The composition should communicate a chosen mood, emotion, atmosphere or narrative idea.

Students receive a **Current Working Practice (CWP)** grade: *Exceptional, Highly Developed, Consistent,* or *Developing.*

They also receive a **colour indicator** showing how they are performing against their target (based on KS2 data):

- **A – Amber**
- **G – Green**
- **P – Purple**

How can I **achieve** in this topic?

- Complete tasks in homework booklet
- Listen to a wide range of musical genres and time periods
- Apply feedback given from peers and teacher

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