TOPIC OVERVIEW DOCUMENT

YEAR 9 - Music – Video Game Music

TOPIC OVERVIEW:

In this unit you will explore **video game music** as a genre that combines creativity, technology and musical storytelling. You will investigate how composers use melody, harmony, rhythm, texture and instrumentation to support gameplay, create atmosphere and respond to different levels or characters. You will analyse examples from a range of video games, identifying how music is used to build tension, signal action and enhance the player experience. You will also apply your understanding in composition tasks, creating original music for a chosen game scene or concept using appropriate musical devices and production techniques.

Your previous studies with film music and consonance and dissonance will support your learning in this topic as film and video game music share many similarities, and tension is often create using dissonant ideas.

This study will also come in useful when you create your own personalised product at the end of the year, and if you continue your musical learning at KS4 or KS5.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Atmosphere Audience Enhance Evaluate Evoke Motif Purpose Variation	Adaptive music Binary Chromaticism Leitmotif Ostinato Soundscape Syncopation Ternary	How a recurring musical idea can represent a particular character, place, object or idea. How short musical sections can be constructed so that they repeat smoothly. How musical conventions associated with genres can influence composition. How digital technology, synthesised sounds, samples and DAWs can be used to create and manipulate game music.	Analyse how composers use motifs, ostinati, harmony, texture and timbre. Explain the relationship between music and gameplay. Create music appropriate for a particular game scenario, using repetition, variation and layering effectively. Judge how effectively music communicates its intended mood, character or setting.

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Checkpoint 1: Analyse a video game soundtrack	• Students are given a short video game music extract and complete an analysis grid.	• Analyse how composers use motifs, ostinati, harmony, texture and timbre.

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	• Students then answer: How does the composer use at least three musical elements to enhance the player's experience?	• Explain the relationship between music and gameplay.
Checkpoint 2: Students create a 4–8 bar motif representing a video game character.	• They should consider the given musical techniques • They then develop the motif in at least two different ways, for example: Original motif → Battle version → Defeated/sad version	• Create music appropriate for a particular game scenario, using repetition, variation and layering effectively.

Milestone assessment: What does your assessment look like?		
Vocab: Year 9 (5) Be able to define terms from both tier 2 and tier 3 vocabulary lists	Knowledge tasks: Year 9 (20) This will take the form of a listening assessment, where students will be asked questions regarding how musical conventions associated with genres can influence composition.	Disciplinary tasks (skills): Year 9 (25) Students create a 1–2 minute piece of video game music for a fictional game scenario. They choose one scenario, and must incorporate the given musical ideas and techniques.

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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