

Grade 3 Music Assessment: The Art of Composition

Learning objective: To demonstrate understanding of musical notation, rhythm, and the process of composing a short piece of music.

Read each question carefully. Use the word bank to help you with your answers. Show your working where necessary.

Max the monkey is trying to compose a song to help his friends keep time while they build a treehouse. He wants the music to start quietly and get louder as they work harder. He is using a repeated pattern of claps and stamps to keep everyone together.

Word bank: tempo · rhythm · pitch · dynamics · ostinato · notation · pulse · crescendo

1. Max wants his music to start quietly and get louder. What musical term describes a gradual increase in volume? (1 mark)

2. Define the term 'ostinato' in your own words. How might Max use an ostinato in his treehouse song? (3 marks)

3. If Max decides his song is too slow and wants to speed it up, which element of music is he changing? (1 mark)

4. Explain the difference between 'pulse' and 'rhythm'. Use an example to support your answer. (4 marks)

5. Why do composers use musical notation? Explain why it is helpful when sharing a composition with others. (3 marks)

6. Max has £15.00 to spend on new percussion instruments for his band. He buys a tambourine for £6.50 and a pair of shakers for £4.25. How much money does he have left, and how could he use these instruments to change the 'pitch' or 'timbre' of his composition? (4 marks)

7. Extended Task: Imagine you are composing a piece of music to represent a stormy day. Describe your composition. Mention the tempo, the dynamics you would use, and which instruments might best represent the sound of thunder and rain. Explain why you made these choices. (9 marks)

Draw: Draw a graphic score for a short 4-beat rhythm. Use symbols or shapes to represent different sounds (e.g., a circle for a drum beat, a squiggle for a shaker).



Extension challenge: Total: /25