

Grade 3 Music Assessment: Exploring Musical Elements

Learning objective: To demonstrate understanding of pulse, rhythm, pitch, tempo, and dynamics in music.

Read each question carefully. Max the monkey needs your help to solve these musical puzzles! Write your answers clearly in the spaces provided.

Max the monkey is organising a jungle concert. He has different instruments to help him create a soundscape. He needs to make sure the beat stays steady, the music gets louder and quieter at the right times, and that the notes go up and down to create a melody.

Word bank: Tempo · Dynamics · Pitch · Pulse · Rhythm · Staccato · Legato

1. 1. What is the difference between 'pulse' and 'rhythm'? Explain your answer using an example. (2 marks)

2. 2. If a piece of music is played with a very fast 'tempo', how would you describe the speed of the music? (2 marks)

3. 3. Zara the zebra wants to draw a picture of a sound that is very quiet and then suddenly very loud. Which musical element is she exploring? Define this element. (3 marks)

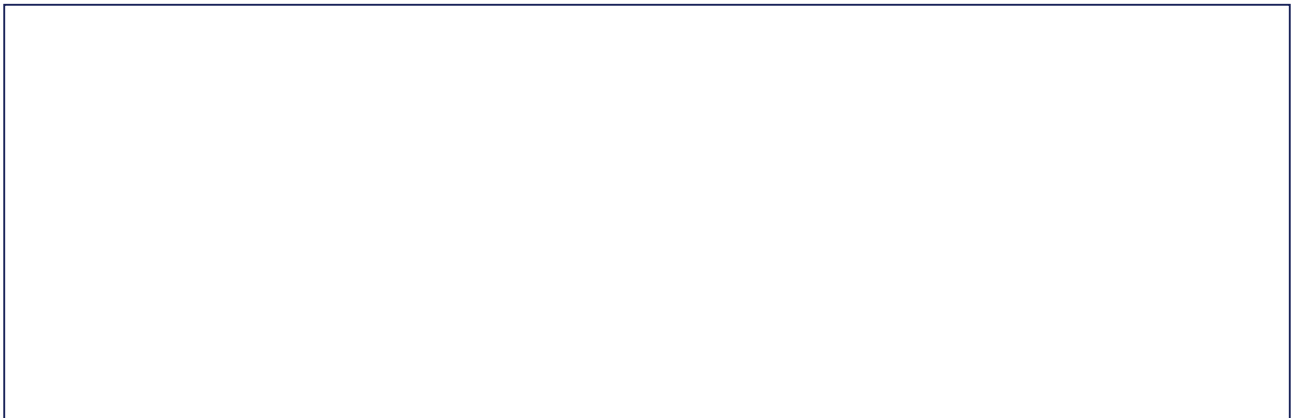
4. 4. Explain what happens to the 'pitch' when a note goes from a low sound to a high sound. (2 marks)

5. 5. Compare 'staccato' and 'legato'. How do they sound different when played on a piano? (3 marks)

6. 6. Max is buying tickets for his jungle concert. If one ticket costs £4.50 and he sells 6 tickets, how much money has he raised for the music school? Show your working out. (3 marks)

7. 7. Extended Writing Task: Imagine you are composing a piece of music for a rainy day. Describe how you would use dynamics, tempo, and pitch to represent the sound of a rainstorm. Use at least three musical terms from the word bank in your answer. (10 marks)

Draw: Draw a graphic score (a picture that represents sound) for a short piece of music. Use shapes to show where the music is high or low, and use thick or thin lines to show the dynamics.



Extension challenge: Total: /25