

Music Assessment: Exploring Pitch with Max and Zara

Learning objective: To demonstrate understanding of pitch, including high and low sounds, how instruments create different pitches, and the use of musical notation to represent pitch.

Read each question carefully. Use the word bank to help you with your answers. Write your responses clearly on the lines provided.

Max the monkey and Zara the zebra are experimenting with sound in the jungle. Max is tapping on hollow logs of different sizes to see how the pitch changes. Zara is stretching different lengths of eraser bands across a wooden box to create melodies. They are learning that the way an object vibrates changes the sound we hear.

Word bank: High · Low · Frequency · Vibration · Stave · Treble Clef · Pitch · Interval

1. 1. Max taps a small, thin wooden stick and then a long, thick log. Which one produces a higher pitch? Explain your answer. (2 marks)

2. 2. Define the term 'pitch' in your own words. (2 marks)

3. 3. Zara stretches a eraser band tightly across her box and plucks it. She then loosens it and plucks it again. How does the sound change and why? (3 marks)

4. 4. Look at a musical stave. Why do we use a Treble Clef at the beginning of a piece of music? (2 marks)

5. 5. Explain how the size of an instrument often relates to the pitch it produces. Give one example of a large instrument and one example of a small instrument to support your answer. (4 marks)

6. 6. Imagine you are composing a short piece of music for Max and Zara. Describe how you would use high and low notes to tell a story about a monkey climbing a tree and then jumping back down to the ground. How does the pitch change during the journey? (5 marks)

Draw: Draw a set of three panpipes or chimes of different sizes. Label each one as 'High', 'Medium', or 'Low' pitch.



Extension challenge: Total: /25. Can you write a short poem about the sound of a thunderstorm using words that describe high and low pitches?