

Grade 3 Music Assessment: Mastering Rhythm

Learning objective: To demonstrate understanding of rhythm, pulse, and note duration in musical composition.

Read each question carefully. Use the word bank to help you with musical terminology. Ensure your answers are clear and written in full sentences where required.

Max the monkey is helping his friends organize a jungle concert. He uses his math skills to make sure every animal plays their part at the right time. He explains to Zara the zebra that rhythm is the pattern of long and short sounds, while the pulse is the steady heartbeat of the music that keeps everyone together.

Word bank: Pulse · Rhythm · Crotchet · Minim · Quaver · Tempo · Bar · Beat

1. Explain the difference between 'pulse' and 'rhythm' in your own words. (2 marks)

2. If a crotchet is worth 1 beat, how many beats would a minim be worth? Explain how you know. (2 marks)

3. Draw a rhythm pattern that contains four beats in total using a mix of crotchets and quavers. (3 marks)

4. Max suggests speeding up the tempo of a song. What effect does this have on the way the music sounds? (3 marks)

5. Why is it important for a group of musicians to keep the same pulse while playing together? (4 marks)

6. Imagine you are composing a piece of music for a jungle parade. Describe your rhythm pattern, the tempo you would choose, and why you think this would make the animals want to dance. (Extended Writing Task) (5 marks)

7. Name one instrument you could use to keep a steady pulse and describe how you would play it. (2 marks)

8. What does a 'bar' do in a piece of written music? (4 marks)

Draw: Draw a visual representation of a 'quaver' note and label it clearly.



Extension challenge: Total: /25