Max’s Musical Composition Challenge

Learning objective: To understand the core elements of music composition, including rhythm, structure, and dynamics.

Max the monkey is putting together a jungle symphony! Help him organise his musical ideas by answering these 10 quick questions about composition.

Answer Key: 1.C, 2.B, 3.A, 4.True, 5.False, 6.Dynamics, 7.Tempo, 8.B, 9.False, 10.Ostinato.

Word bank: Rhythm · Tempo · Dynamics · Structure · Melody · Pitch · Ostinato

1. 1. What do we call the tune of a piece of music, which is often the part you find yourself humming? A) Rhythm B) Tempo C) Melody* D) Dynamics (1 mark)

2. 2. Which term describes how loud or quiet a piece of music is? A) Pitch B) Dynamics* C) Structure D) Beat (1 mark)

3. 3. If a piece of music is played at a very fast speed, which element are you describing? A) Tempo* B) Pitch C) Texture D) Silence (1 mark)

4. 4. True or False: 'Structure' in music refers to the way different sections, like verses and choruses, are organised. (True/False) (1 mark)

5. 5. True or False: A composer only needs to use one instrument to create a complex composition. (True/False) (1 mark)

6. 6. Fill in the blank: The word used to describe how high or low a note sounds is _____. (Hint: It is not volume!) (1 mark)

7. 7. What is the musical term for a short, repeated pattern of notes or rhythm? (1 mark)

8. 8. Which of these is a type of musical structure? A) Crescendo B) Ternary (ABA)* C) Staccato D) Allegro (1 mark)

9. 9. True or False: 'Rhythm' is the pattern of long and short sounds in a piece of music. (True/False) (1 mark)

10. 10. If Max wants his music to gradually get louder, he should use a: A) Diminuendo B) Piano C) Crescendo* D) Rest (1 mark)

Draw: Draw a 'Musical Map' for Max the monkey. Use symbols like squiggly lines for fast melodies, big bold shapes for loud sections, and tiny dots for quiet, staccato notes.

Extension challenge: Choose three items in your classroom and create a 4-beat rhythm using them. Write down your sequence using symbols or words (e.g., Tap, Clap, Stomp, Tap).