

Year 5 Music Assessment: The Power of Pitch

Learning objective: To demonstrate understanding of pitch, frequency, and how different musical instruments produce high and low sounds.

Read each question carefully. Use the word bank to help you with your answers. Ensure your explanations are clear and use accurate musical vocabulary.

Max the monkey is experimenting with his home-made musical instruments in the jungle. He has a set of panpipes made from hollow reeds of different lengths and a string instrument made from an old wooden box and elastic bands. Nova the owl is helping him record his findings about how the length and tension of materials change the sound we hear.

Word bank: Frequency · Vibrations · High · Low · Pitch · String · Column of air · Interval

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

2. Max is playing his panpipes. Explain why the shortest reed produces a higher pitch than the longest reed. (3 marks)

3. If Max tightens the elastic band on his box instrument, what happens to the pitch? Explain why using the word 'vibrations'. (4 marks)

4. Identify two ways to change the pitch of a sound on a guitar or a stringed instrument. (2 marks)

5. Describe the relationship between the frequency of a sound wave and the pitch we hear. Use an example to support your answer. (4 marks)

6. Max and Nova are composing a song. Write a short paragraph (approx. 50-75 words) explaining how a musician uses a combination of high and low pitches to make a melody interesting for the listener. Use at least three words from the word bank. (5 marks)

7. If a concert ticket costs £12.50, and you buy 4 tickets for your friends to hear your musical performance, what is the total cost? (5 marks)

Draw: Draw a diagram showing two different sized bells. Label one 'High Pitch' and one 'Low Pitch', and use arrows to show how the size of the bell affects the sound it creates.



Extension challenge: Total: /25