

Class 5 Music Assessment: The Rhythms of Life

Learning objective: To demonstrate understanding of rhythm, pulse, duration, and musical notation.

Read each question carefully. Max the monkey is here to help you solve these musical puzzles. Write your answers in the spaces provided.

Max the monkey is listening to the jungle rhythm. He hears a steady heartbeat sound in the drums, which stays the same throughout the piece. Sometimes, the drums play long, held notes, and other times they play short, quick bursts that make Max want to dance. He notices that the music is organised into repeating patterns of strong and weak beats.

Word bank: Pulse · Tempo · Minim · Crotchet · Quaver · Syncopation · Time Signature · Beat

1. Max identifies the steady, underlying heartbeat of the music. What is the musical term for this steady, recurring beat? (1 mark)

2. Explain the difference between 'pulse' and 'rhythm'. Use examples to support your answer. (3 marks)

3. If a piece of music is in 4/4 time, how many beats are there in each bar? How does the time signature help a musician? (3 marks)

4. Name the note values that represent the following durations: 1 beat, 2 beats, and 1/2 a beat. (3 marks)

5. Max wants to create a rhythm pattern that sounds 'bouncy'. Describe what happens to the rhythm when a musician uses syncopation. (4 marks)

6. If a drummer plays a piece at 60 beats per minute (BPM), and then increases the speed to 120 BPM, what has changed about the music? Use the term 'tempo' in your explanation. (4 marks)

7. Extended Writing: Imagine you are composing a piece of music for a jungle parade. Describe a 4-beat rhythm pattern you would write. Explain why you chose these specific note values and how they would make the audience feel. Use at least three terms from the word bank in your response. (7 marks)

Draw: Draw a rhythmic pattern using four bars. Label each bar with the correct note values (crotchets, minims, or quavers) to show you understand how to fill a 4/4 bar.



Extension challenge: Total: /25