

Year 5 Music Assessment: Dynamics

Learning objective: To understand, identify, and apply musical dynamics to express emotion and meaning in performance.

Read each question carefully. Use the provided word bank to help with your answers. Write clearly and ensure your musical terminology is accurate.

Max the monkey is putting on a musical show in the jungle. He wants to use different levels of sound to tell a story through his drumming. He starts his piece very quietly, then gradually gets louder to show the excitement of a thunderstorm approaching. When the storm hits, he plays as loudly as he can, before slowing down and playing softly as the rain stops.

Word bank: Pianissimo · Piano · Mezzo-piano · Mezzo-forte · Forte · Fortissimo · Crescendo · Diminuendo · Volume · Intensity

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

2. Max starts his piece very quietly. Which Italian musical term would indicate this level of volume? (1 mark)

3. If a composer wants the music to gradually get louder, what term do they use? Explain how a performer shows this. (3 marks)

4. List these dynamic markings in order from the quietest to the loudest: Forte, Pianissimo, Mezzo-forte, Piano. (4 marks)

5. Why do musicians choose to change the dynamics in a piece of music? Give two reasons, relating to how the audience might feel. (4 marks)

6. Max wants to represent a small, timid mouse followed by a large, stomping giant. Describe which dynamics he should use for each character and explain why. (6 marks)

7. Imagine you are composing a piece of music about a busy city. Write a paragraph explaining where you would use dynamic changes (crescendo, diminuendo, forte, piano) to paint a picture of the city for the listener. (5 marks)

Draw: Draw a graphical score for a 4-bar rhythm. Use symbols or wavy lines to show where the music should be loud (Forte) and where it should be quiet (Piano).



Extension challenge: Total: /25