

Year 5 Music: Exploring Orchestral Instruments

Learning objective: To identify, classify, and explain the function of instruments within the four main orchestral families.

Read each question carefully. Ensure your answers use correct musical terminology. You have 30 minutes to complete this assessment.

Max the monkey is helping the orchestra prepare for a concert. He has noticed that the musicians use different methods to create sound: some pluck or bow strings, some blow air across a reed or mouthpiece, and others strike surfaces to create rhythm. Understanding how these instruments work helps the orchestra play in perfect harmony.

Word bank: Percussion · Woodwind · Brass · Strings · Vibration · Resonance · Pitch · Tempo · Timbre

1. Name the four main families of instruments found in a traditional orchestra. (2 marks)

2. Explain how a sound is produced on a string instrument. Use the word 'vibration' in your answer. (2 marks)

3. Max is looking at a trumpet. Which instrument family does it belong to, and how does the player change the pitch? (3 marks)

4. Sort the following instruments into their correct families: Flute, Cello, Snare Drum, Tuba. (4 marks)

5. Compare and contrast the Woodwind and Brass families. How are they similar and how are they different in the way they create sound? (4 marks)

6. Max the monkey is writing a report on why the percussion section is essential. In a short paragraph, explain the role of percussion in maintaining the beat and adding texture to a musical piece. (5 marks)

7. If a composer wanted to create a very quiet, mysterious atmosphere, which family of instruments might they choose and why? (5 marks)

Draw: Draw your favourite instrument and label the part that vibrates to create the sound.



Extension challenge: Total: /25