

Max's Musical Patterns: Composing for Year 5

Learning objective: To understand, explore, and apply the principles of musical composition, including rhythm, melody, and structure (AB/ABA).

Max the monkey is obsessed with the mathematical structure of music! Use your knowledge of rhythm, pitch, and musical form to complete these composition challenges. Ensure your answers reflect an understanding of how musical ideas are organised.

Word bank: rhythm · melody · tempo · pitch · ostinato · structure · crescendo · composition

1. Max wants to create an 'ostinato' for his forest rhythm. Explain why using a repeating pattern is an effective foundation for a musical composition. (2 marks)

2. If you were composing a piece with an 'ABA' structure, describe what happens to the music in the second section ('B') compared to the first ('A'). (2 marks)

3. Max suggests using a 'crescendo' to build excitement in a song. If you were composing a soundtrack for a sunrise, how would you justify the use of a crescendo and a change in pitch? (3 marks)

4. Compare and contrast 'tempo' and 'rhythm'. Why is it important for a composer to consider both when writing a piece of music? (3 marks)

5. What might happen to the audience's emotional response if a composer suddenly changed the tempo from 'largo' (very slow) to 'presto' (very fast) in the middle of a melody? (2 marks)

Draw: Draw a 'graphical score' for a 4-bar rhythm. Use symbols or shapes to represent different sounds (e.g., a circle for a loud drum, a line for a long, high-pitched note) and label your bars.



Extension challenge: Imagine you are composing a piece called 'The Canopy at Midnight'. Write a short paragraph explaining your choice of tempo, dynamic, and instruments. How would you ensure your composition maintains a clear structure throughout?