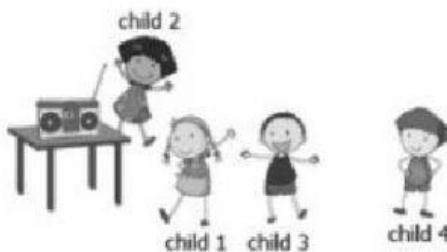


4.P.4B.1 Pitch and Volume Indicator Assessment

Name: \_\_\_\_\_

1. The image shows four children around a radio that is playing a song.



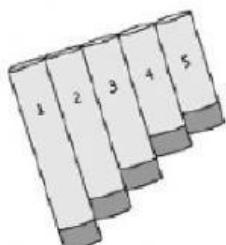
Who would hear the song at the lowest volume?

- A. child 1
- B. child 2
- C. child 3
- D. child 4

2. Why might the bottom string on a guitar have a higher pitch than the top string?

- A. The bottom string is thicker.
- B. The bottom string is thinner.
- C. The strings have the same thickness.
- D. The bottom string does not vibrate.

3. The diagram shows the musical instrument panpipes.



Each pipe of the panpipes produces a different pitch of sound when air is blown into it. What is the correct order for the pitch of sound produced by each pipe starting with the lowest pitch?

- A. 1, 2, 3, 4, 5
- B. 2, 4, 1, 3, 5
- C. 4, 5, 1, 2, 3
- D. 5, 4, 3, 2, 1

4. Which sound would most likely have the highest pitch?

- A. a lion's roar
- B. a dog's growl
- C. a man yelling
- D. a bird singing

4.P.4B.1 Pitch and Volume Indicator Assessment

**5. Wesley said the opera singer was singing very softly. What part of sound best fits what Wesley was describing?**

- A. force
- B. pitch
- C. vibration
- D. volume

**6. A student plans to conduct an experiment to study the effect of tension on the pitch of sound produced by an object. Which material can help the student perform the experiment?**

- A. plastic straw
- B. rubber band
- C. tuning fork
- D. wooden ruler

**7. Which would affect pitch?**

- A. changing the time of a vibrating string
- B. changing the length of a vibrating string
- C. changing the temperature of a vibrating string
- D. changing the volume of a vibrating string

**8. Ryan makes a wind instrument from a drinking straw, as shown.**



If he cuts the straw in half, what will happen to the pitch of the sound?

- A. it gets higher
- B. it gets lower
- C. remains the same
- D. no sound is produced

**9. Rachel is playing her drums when her mother asks her to lower the volume.**

**What should Rachel do to please her mother?**

- A. Hit the drums slower but with the same force.
- B. Hit the drums faster but with the same force.
- C. Hit the drums with more force.
- D. Hit the drums with less force.