Year 7 Music

Task 1: Research Assignment

7MusA, 7MusE, 7MusM

Due Date: Wednesday B 23 September 2020

Task Distributed: Term 3, Week 7

Unit: 1: Musical Instruments

Task Type: Research Assignment

Task Weighting: 35%

Outcomes: 4.7, 4.11, 4.12

Task Description

This task gives students the opportunity to research musical instruments from around the world. It will enable them to demonstrate an understanding of where and how those instruments have been made and played. Students will also explain why the instruments are important to the cultures to which they belong.

In this task, students will select three instruments from the list supplied on the next page, research and write about each one, while also providing an image. They will need to:

Outline the history of each instrument

Describe what each instrument is made from and how it is made

Classify the instrument according to its family or type and **justify** your classification

Explain why each instrument is important to a specific culture or musical style

The assignment needs to be set out clearly with headings, and students will be shown examples of this in class which will serve as a model for their work. Students must also include a **bibliography** of the resources used as evidence of their research.

Copies of the assignment will be available on Google Classroom, the school website and in hard copy form provided by the teacher.

Process

Step One	Choose any **THREE** musical instruments from this list: **SHRUTI BOX, BARITONE SAXOPHONE, BALALAIKA, VIBRAPHONE, CARILLON, KHIM, TABLA, BASS CLARINET, BOUZOUKI, SITAR (or CITAR), FLUGELHORN, SOUSAPHONE.**
Step Two	Use the internet, books or any other relevant sources to obtain information and images on the three instruments you chose in Step One.
Step Three **The Assignment**	To be completed on **EACH** of the instruments you have chosen: ***Your answers MUST be very clearly set out showing the task letters a) – f), shown below:*** a) **Outline** a brief history of the instrument, stating from where it comes (3-4 sentences). b) **Describe** what the instrument looks like and what it is made from (4-5 sentences). c) **Describe** how the instrument is played (2-3 sentences). d) **Classify** the instrument as being **string, woodwind, brass or percussion. Justify** your choice based on how the instrument makes its sound. (2-3 sentences). e) **Explain** why the instrument is important to a specific culture or musical style. This could include, for example, that it is important for specific ceremonies, celebrations or entertainment events. (2-3 sentences). f) Provide a drawing, photograph or illustration of each instrument.
Step Four **Bibliography**	Under the heading "Bibliography" appropriately list the books, websites or reference materials you used

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to answer the question successfully.

Outline: write about in general terms; indicate the main features of

Describe: provide characteristics and features

Classify: arrange in categories

Justify: support your conclusion

Explain: provide why and/or how

Check the NESA Glossary of Key Words for further guidance https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords

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Details of Submission

Students are to submit this task as a **soft (electronic) copy** (either as a Word Document, or Google Doc) by **Wednesday 23 September 2020.** The task MUST be submitted through **Google Classroom.** Use standard 12 pt font in either Times New Roman or Calibri.

A penalty of 10% will be applied for each day that it is submitted after the due date. Students can lose up to 50% for a late submission.

In order to complete this task to the best of your ability, use the checklist below;

- ❑ I have read and understood the notification for this assessment task
- ❑ I have chosen three instruments that I would like to research
- ❑ I have researched the selected instruments using a variety of sources
- ❑ I have edited my spelling, punctuation, grammar and sentence structure to make sure my writing is clear and effective
- ❑ I have provided a suitable and relevant image
- ❑ I have included a bibliography of the resources that I used as evidence of my research
- ❑ I have uploaded a finished copy of my research task to Google Classroom and submitted this task **by Wednesday 23 September.**

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students by the end of Week 2, Term 4.

- At this time feedback including information on how to improve will be provided through written comments.

- Students can clarify or seek further feedback by speaking with their teacher.

- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for approximately 17% of the maximum task value.

- Upon return of the task, students will also be expected to complete a self-reflection worksheet which is to be submitted by Google Classroom.

How does this link to my learning?

This task assesses a student's ability to carry out research and writing in an area of music. This is known as "musicology". Using this research they will broaden their knowledge of musical cultures and styles from many parts of the world. It will also assess their ability to use terminology specific to the study of music and write a variety of sentences that are appropriately punctuated.

The task is linked to Report Outcome 1 ("Researches and analyses music in a variety of contexts and styles").

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

MARKING GUIDELINES

For each of the three instruments the following marking guidelines apply:

Criteria	2	5	7	9
The research process is clearly demonstrated through the completion of all parts (Questions a-f) for each instrument	Little attempt to provide relevant answers. An image may or may not be included.	Most parts are complete, with an attempt to classify the instrument. There is a limited explanation of the importance of the instrument. An image is included.	All parts are complete, with an accurate classification of the instrument. There is some explanation of the importance of the instrument. An image is included.	All parts are complete, with an accurate and well supported classification of the instrument. There is a convincing explanation of the importance of the instrument. An image is included.

The following marking guidelines apply to the whole task:

Criteria	1	2
Bibliography	A bibliography of 1-2 sources is included	A bibliography appropriately referencing 3 or more research sources is included

2020 Literacy Rubric (each of the criteria is worth 2 marks = 6 marks total)

LITERACY MARKING CRITERIA	Descriptors				
	0	**0.5**	**1**	**1.5**	**2**
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and *at least two* examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.