

Year 8 Music

Research Task



Researching My Favourite Solo Artist

Enw: _____ **Dosbarth:** _____

YOUR RESEARCH TASK

The aim of your research task is to gather as much information as possible about your favourite solo artist by filling in the blanks on the following FaceBook profile pages. You are free to choose a solo artist from any genre and style of music e.g. a pop singer, rap artist, DJ, classical artist etc...

WRITING A REPORT:

After completing your research task, you will then write up all of the information that you have gathered in the format of an informative report. This can be handwritten or word-processed.

The title of your report will be the name of the artist that you have chosen to research, followed by your name e.g. "Billie Eilish" by Mrs Western.

★ PLEASE REMEMBER...

- To write in full sentences and paragraphs.
- To include an introduction and a conclusion.
- To use correct spelling and punctuation.
- To use a variety of sentence starters, ensuring that your writing flows and is interesting to read.
- To use appropriate connectives to make your writing more interesting. (Use the connectives page at the back of the booklet to help you).
- To use the rubrics success criteria in the back of this booklet.
- To present your work neatly as possible.



Timeline

Basic Info

Tours/Live Performances

Music

Basic Information

Name:

Birth date:

Hometown:

Musical Genre:

Record Label:

Number of albums:

Number of tours:

Awards won:

3 interesting facts:

- _____

- _____

facebook

basic info

music

tours



Timeline

Basic Info

**Tours/Live
Performances**

Music



Name of tour:

Dates:

Venues:

Info:



Name of tour:

Dates:

Venues:

Info:



Name of tour:

Dates:

Venues:

Info:



Timeline	Basic Info	Tours/Live Performances	Music
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Best selling single:
Date:
Number of copies sold:



Best selling album:
Date:
Number of copies sold:



Album name:
Date:
Number of copies sold:



Album name:
Date:
Number of copies sold:

Album name:
Date:
Number of copies sold:

EFFECTIVE CONNECTIVES

<u>SUMMARY</u>	<u>CONCLUSION</u>	<u>ILLUSTRATING</u>	<u>ADDING</u>	<u>SEQUENCING</u>
<p>in brief in conclusion overall throughout in all summarising recapitulating on the whole in short</p>	<p>finally after all in the end in conclusion to conclude ultimately to sum up</p>	<p>for example for instance in other words such as in the case of as revealed by that is to say to show that</p>	<p>as well as moreover what is more too and then in addition furthermore also</p>	<p>to begin with in the first place firstly, secondly, lastly next then then first, second...eventually finally meanwhile after</p>
<u>EMPHASISING</u>	<u>CAUSE AND EFFECT</u>	<u>COMPARING</u>	<u>CONTRASTING</u>	<u>QUALIFYING</u>
<p>specifically in particular above all in fact indeed explicitly more importantly undoubtedly certainly definitely</p>	<p>because therefore consequently when eventually accordingly as, so effectively, thus as a result until, inevitably</p>	<p>comparatively likewise in contrast compared with (in comparison) equally as with like similarly to balance this is an equivalent</p>	<p>whereas alternatively unlike, however, still on the contrary on the other hand by the way of in contrast instead otherwise instead of nevertheless</p>	<p>however although unless except if as long as apart from yet nevertheless still</p>

Writing to report**Purpose:** to describe characteristics; the way things are; to give information.**Audience:** someone who wants to know something.

LNF - Elements	LNF – Aspects	Bronze	Silver	Gold	Platinum
Organising ideas and information	Meaning, purpose, readers.	I have described the information, considering what, where, when and how, giving reasons for the report where appropriate. My style mostly suits the audience and purpose.	I have described the information comprehensively. My style mostly suits my audience and purpose.	I have described the information comprehensively, selecting and emphasising the most important details. My report suits my purpose and targets my intended audience appropriately.	I have described the information comprehensively, selecting and emphasising the most important details, and making connections with other learning. I have written with a focused sense of context, audience and purpose.
	Structure and organisation	My report opens with an introduction which establishes the context, followed by detailed information in sections. I have covered all main ideas. I have included a conclusion.	My report opens with an introduction which establishes the context and purpose. I have included detailed information in sections, organised using features such as paragraphs, numbered lists or subheadings. I have included opinions where appropriate. I have included an appropriate conclusion.	My report has an effective introduction, main body and conclusion, suited to the purpose. My main body is clearly organised, making clear links within and between paragraphs/sections. I have been clear about which are important and interesting facts. I have included relevant opinions or solutions with supporting information and a bibliography. I have included an appropriate conclusion, giving extra clarity to the reader.	My report has an effective introduction, main body and conclusion, suited to the purpose and appropriately balanced for the intended audience. My main body is well organised, using effective links and organisational features. I have balanced important and interesting facts. I have included relevant opinions or solutions with supporting information and a full, accurate bibliography. I have included an appropriate conclusion, giving extra clarity and insight to the reader.
Writing accurately	Language	I have used a range of subject specific and extended my use of formal vocabulary.	I have accurately used subject specific and academic vocabulary. I have used the passive voice.	I have accurately used a range of subject specific and academic vocabulary, using the passive voice.	I have used a broad range of subject specific, academic and creative vocabulary, and have used the passive voice accurately.
	Grammar Punctuation Spelling Handwriting	I have used varied sentence structures for emphasis and effect. My use of tense is sometimes correct. I used a full range of punctuation mostly accurately. I have spelt all high frequency and most subject specific vocabulary correctly. My handwriting is legible.	I have used a wide range of sentence structures choosing connectives to make meaning clear. My use of tense is mostly correct. I used a full range of punctuation accurately to clarify meaning. I have spelt all high frequency, familiar academic and subject specific vocabulary correctly.	I have written with grammatical accuracy, varying the length and structure of sentences to make meaning clear. My use of tense is consistently correct. I have used a full range of punctuation accurately to add to the meaning. I have spelt all high frequency, familiar and unfamiliar academic and subject specific vocabulary correctly.	I have used a wide range of simple, compound and complex sentences with grammatical accuracy to create different effects. My choice of tense is effective. I have chosen a full range of punctuation for impact. I have spelt all high frequency and a challenging range of academic and subject specific vocabulary correctly. My handwriting is fluent and legible.