

Year 9 Music

Research Task



Researching My Favourite Group/Band

Enw: _____ **Dosbarth:** _____

YOUR RESEARCH TASK

The aim of your research task is to gather as much information as possible about your favourite group/band by filling in the blanks on the following FaceBook profile pages. You are free to choose a group/band from any genre and style of music that you like e.g. Pop, Rock, Hip-Hop, Dance 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 group/band that you have chosen to research, followed by your name e.g. "The Killers" 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.

facebook

basic info

music

tours



Timeline

Basic Info

Tours/Live Performances

Music

Basic Information

Name of Band:

Date formed:

Members/Instruments:

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 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 -	LNF –	Bronze	Silver	Gold	Platinum
Organising ideas and information	Meaning, purpose, readers.	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.	I have comprehensively yet succinctly described the information, selecting and emphasising the most important details, making connections and skilfully selecting additional interesting details. I have written with a controlled and focused sense of context, audience and purpose.
	Structure and organisation	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.	My report is succinct and effectively organised. I have balanced important and interesting facts well to produce a fluid and engaging report that is both detailed and relevant. I have included and credited a range of sourced opinion in a full bibliography. My conclusion is concise and gives complete insight, adding interest for the reader.
Writing accurately	Language	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.	I have used a challenging range of subject specific, academic and creative vocabulary, and have used the passive voice fluently.
	Grammar Punctuation Spelling Handwriting	I have used a range of sentence structures to make meaning clear. I have used some logical connectives. I have used tense correctly some of the time. I have used a range of punctuation accurately some of the time. I spelt all high frequency, most subject and some academic vocabulary correctly. My handwriting is legible.	I have used a range of simple, compound and complex sentences to make meaning clear. I have used a range of logical connectives. I have used tense correctly most of the time. I have used a full range of punctuation accurately most of the time. I spelt all high frequency, most subject and academic vocabulary correctly.	I have written with grammatical accuracy, varying the length and structure of sentences to create different effects. I have used a wide range of logical connectives e.g. 'therefore', 'however', 'on the contrary', 'nevertheless', 'on the other hand', 'alternatively'. I have used tense consistently correctly. I have used a full range of punctuation consistently accurately. I have spelt all high frequency, subject, and academic vocabulary correctly.	I have used a wide range of simple, compound and complex sentences with grammatical accuracy to engage and sustain the readers' interest. I have used a range of effective connectives. I have used tense effectively. I have used a full range of punctuation consistently accurately to vary pace, clarify meaning, avoid ambiguity and create deliberate effects. I have spelt all high frequency, subject and a challenging range of academic vocabulary correctly. My handwriting is fluent and legible.