



Year 7 Music

Task 1: Research Assignment

Due Date:

Mar 3, 2025

Task Distributed: Feb 17, 2025

Unit: Introduction to Music

Task Type: Information Report

Task Weighting: 20%

Outcomes: 1

Task Description

Students are to choose **ONE** wind instrument from this list:

| | | | |
|-------------------|------------------|------------------|---|
| PAN PIPES | SHOFAR | HARMONIUM | DIDGERIDOO (also spelled as DIDJERIDU) |
| SOUSAPHONE | SHO | XAPHOON | UILLEAN PIPES |
| SHAKUHACHI | HARMONICA | DVOJNICE | ARGHUL |

After researching from a variety of resources, students are to write an Information Report for **ONE** instrument, focusing on the cultural significance of the chosen instrument. Your information report must include the following:

- Give a brief history of the instrument, stating where it comes from.
- Describe what the instrument looks like and what it is made from.
- Describe how the instrument is played.
- Justify why you have chosen this instrument to research.
- Explain why the instrument is important to the culture or musical style it comes from. (This could include, for example, that it is important for certain ceremonies, celebrations or entertainment events).
- Provide a drawing or illustration of each instrument.
- A bibliography is to be completed and submitted with this task; the classroom teacher will demonstrate to students how to create a bibliography using Google Docs during a lesson.

A resource will be uploaded to Google Classroom to assist with the bibliography

NESA Glossary of Key Words

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

DESCRIBE: Provide characteristics and features

EXPLAIN: Relate cause and effect; make the relationships between things evident; provide why and/or how.

JUSTIFY: Support an argument or conclusion

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>

Details of Submission

This task needs to be submitted on Google Classroom. A post will be made to help you submit this task. A checklist for completing this task can be found below and over the page.

- I have participated in class so I know how to structure my Information Report and Bibliography.
- I have researched my chosen instruments (from the list) and sourced information to include in my Report.
- I have drafted my report and sought feedback on my spelling, punctuation, grammar and syntax.
- I have used feedback to edit and refine my report.
- I have submitted my Information Report and Bibliography on **Monday 3rd March, by 3pm** through my Year 7 Music **Google Classroom**.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within TWO SCHOOL WEEKS of the due date.
- At this time, feedback including information on how to improve will be provided through marking criteria and a general comment. 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.

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

How does this link to my learning?

This task gives students the opportunity to research wind instruments from around the world. It will enable them to;

- demonstrate an understanding of where and how specific instruments have been made and played
- explain why the instruments are important to the cultures to which they belong.
- develop research, listening and analytical skills.
- extend their thinking through developing an understanding of, and an appreciation for, instruments from a variety of cultural backgrounds.

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.

Year 7 Music

Task 1 - Marking Guidelines

For the instrument you've chosen you will be marked using the following;

| Criteria | 0 | 1 | 2 | 3 | 4 |
|---|----------------------|--|--|---|---|
| Brief history | Not attempted. | Named instrument's origin. | Named instrument's origin AND/OR attempts to provide a brief history | Named instrument's origin AND provides a brief history. | Named instrument's origin AND provides a clear, brief history. |
| Instrument look and materials | Not attempted. | Develops a generalised or limited outline of the instrument OR materials | Provides a brief AND/OR basic outline of the instrument OR materials | Describes chosen instrument AND construction materials | Clearly describes chosen instrument AND construction materials |
| How the instrument is played | Not attempted. | Develops a generalised or limited outline of how the instrument is played | Provides a brief outline of how the instrument is played | Describes how the instrument is played. | Clearly describes how the instrument is played. |
| Instrument selection | Not attempted. | Attempts to describe the selection of the instrument (provided some points for the selection). | Describes the selection of the instrument. | Explains selection of the instrument. | |
| Instrument importance to culture | Not attempted. | Attempted to identify how instruments are important to its culture. | Describes the importance of the instrument to its culture. | Explains the importance of the instrument to its culture. | Explains, in detail, the importance of the instrument to its culture. |
| Drawing | No drawing provided. | Provides a basic drawing. | Provides a drawing which demonstrates attention to detail. | | |
| Bibliography | No bibliography | Attempted to provide a reference list. | Includes reference list with fewer than three references in the correct format. | Includes reference list with three sources referenced in the correct format. | |

The GTHS Literacy Criteria will be applied to the whole assessment task and be worth 5 marks in total. This criteria can be found below and over the page.

2025 GTHS Literacy Rubric

| Literacy Outcomes | Elementary achievement You have: | Limited achievement You have: | Satisfactory achievement You have: | High achievement You have: | Outstanding achievement You have: |
|---|---|---|--|--|---|
| Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i> | Very limited response. Few content words used. | Only simple 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. |
| | 0 | 0.25 | 0.5 | 0.75 | 1 |
| Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i> | No evidence of correct sentence punctuation. | Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i> | Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required. | Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation. | Writing contains accurate use of all applicable punctuation. |
| | 0 | 0.25 | 0.5 | 0.75 | 1 |
| Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i> | No clear evidence of sentences: a list of words OR text fragments. | At least one sentence is used correctly. Some meaning can be construed from the text. | Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures. | Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness. | All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures) |
| | 0 | 0.25 | 0.5 | 0.75 | 1 |
| Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i> | No correct use of paragraphing; may be a block of text or random breaks. | Ideas are separated; paragraphs may contain some unrelated ideas. | At least ONE paragraph is well structured and develops an idea | Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively. | All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text. |
| | 0 | 0.25 | 0.5 | 0.75 | 1 |
| Text Structure <i>Uses features of the appropriate text type</i> | No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i> | Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type. | Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type. | Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type. | Coherent and controlled use of all the appropriate structural features of the text type. |
| | 0 | 0.25 | 0.5 | 0.75 | 1 |
| | Level of response is well below syllabus expectation | Level of response is below syllabus expectation | Level of response is equivalent to syllabus expectation | Level of response is above syllabus expectation | Level of response is well above syllabus expectation |

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