MUSIC MP03O1OY1
INTERNAL ASSESSMENT ACTIVITY

ACHIEVEMENT STANDARD 91425 (VERSION 2) MUSIC 3.1O
Research a music topic
Level 3, Internal assessment
6 credits

STUDENT INSTRUCTIONS

Overview
In this activity you will be:
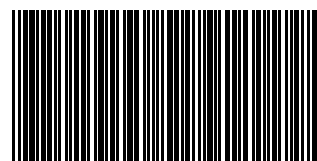- researching a music topic.

Conditions:
- You must present research on a music topic.
- Presentation may take one or more of the following forms:
  - Written assignment
  - PowerPoint
  - Film/video/radio documentary
  - Web site
  - Audio-visual
- Presentation may include annotated scores and musical extracts.
- The teacher needs to authenticate work in progress. All drafts must be sent to your Te Kura teacher to help with authentication and for conferencing purposes.
- Assessments will be holistic. The criteria will be applied to provide an overall judgment based on the research process and presentation.
- The assessment can be submitted at any time during the year, before the end of October, if you want the results on your Record of Achievement in January.
- This is an individual assessment activity.
- Plagiarism detection software may be used to check this is your own work.

You may need:
- access to the internet
- access to a library
- it may help if you have access to:
  - a video camera
  - a digital camera
  - audio recording facilities
  - computer
  - presentation software (e.g. Microsoft PowerPoint)
  - video/audio presentation hardware and software.

Supervisor requirements
- Supervision is not required for this assessment.
- Upload your assessment to the MPO3010Y1 Final assessment dropbox when you have completed it.

ASSESSMENT CRITERIA

ACHIEVEMENT STANDARD 91425 (VERSION 2) MUSIC 3.10
Research a music topic

Achieved	Achieved with Merit	Achieved with Excellence
Research a music topic.	Research a music topic in depth.	Research a music topic with insight.

Explanatory notes

Research a music topic involves processing evidence from a range of sources to construct and deliver a presentation with valid conclusions.

Research a music topic in depth involves processing evidence effectively from a range of sources to construct, refine, and deliver a detailed presentation with valid conclusions.

Research a music topic with insight involves processing evidence with discernment, from a range of sources to construct, critically refine, and deliver a detailed presentation with valid and perceptive conclusions.

ASSESSMENT SCHEDULE

Evidence/judgements for Achievement	Evidence/judgements for achievement with Merit	Evidence/judgements for achievement with Excellence
The student has researched a music topic. To do this they have produced a presentation that: • investigates a question on a music topic. e.g. the student investigates the question 'How does music censorship impact on the creativity of music artists?' They research two genres of music; the blues and hip-hop • draws valid and relevant conclusions, using a range of sources in their inquiry. e.g. the student uses the internet for their inquiry, compares the development of blues and hip-hop and draws comparisons between the two.	The student has researched a music topic in depth. To do this they have produced a presentation that: • investigates a question on a music topic in depth, clearly identifying the parameters of their research. e.g. the student investigates the question 'How does music censorship impact on the creativity of music artists?' They research two genres of music; the origins of blues and the development of hip-hop and analyse their impact on society. • draws valid and detailed conclusions using a range of sources in their inquiry. e.g. the student uses the internet, the local library and YouTube for their inquiry, looks at the historical perspective of blues and hip-hop and draws comparisons between the two giving examples of how each genre has influenced the arts and society.	The student has researched a music topic with insight. To do this they have produced a presentation that: • investigates a question on a music topic with insight, clearly identifying the parameters of their research and providing insightful discussions. e.g. the student investigates the question 'How does music censorship impact on the creativity of music artists?' They research two genres of music; the origins of blues and the development of hip-hop. Within those genres, they include a selection of songs, giving insight into reasons why they were influential during that time and analyse the genres' impact on society. • draws valid and perceptive conclusions using a range of sources in their inquiry. e.g. the student uses the internet, the local library and YouTube for their inquiry, looks at the historical perspective of blues and hip-hop and draws comparisons between the two giving examples of how each genre has influenced the arts and society. Comment is given on the influence of these genres on New Zealand music and within the arts on a greater scale.

ASSESSMENT RESOURCES

HOW TO WRITE A BIBLIOGRAPHY
(From: www.owl.english.purdue.ed)

Books
The basic form for a book citation is:

Last name.	First name.	(Date).	Title of Book. (*Written in Italics*)	Place of Publication:	Publisher

For example:

Gleick, James. (1987). *Chaos: Making a New Science*. New York: Penguin Books.

Book with more than one author
First author name is written last name first; subsequent author names are written first name, last name.

For example:

Gillespie, P & Lerner, N. (2000). *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn.

Book with no author or pamphlet
List and alphabetise by the title of the book.

Title.	(Date).	Place of Publication:	Publisher

For example:

Encyclopedia of Indiana. (1993). New York: Somerset.

Article in a magazine or newspaper

Author(s).	(Date).	Title of Article. (Not in Italics)	Title of Periodical, (*In Italics*)	Page numbers.

For example:

Poniewozik, James. (2000, November). TV Makes a Too-Close Call. *Time*, pp70-71.

An entire website

Name of Site or author.	(Date of Posting/ Revision).	Title.	Date you accessed the site and electronic address. Retrieved (Date) from (Website).

For example:
Statistics New Zealand. (2007). New Zealand in profile 2007. Retrieved December 18, 2007, from http://www.stats.govt.nz

(It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later).

A personal interview
Listed by the name of the person you have interviewed.

For example:
Purdue, Pete. (2007, December 7). Personal Interview.

Recorded movies

Name (Director)	(Date of publication). Country of origin:	Title of motion picture.	Country of origin:	Studio or distributor.

For example:
Burton, T. (Director). (2004). *Ed Wood*. America: Touchstone.

Remember:
That your bibliography must be in alphabetical order by the author's last name. If it is an edited book, alphabetise by editor. If there is no author or editor alphabetise by title.

ASSESSMENT ACTIVITY
MUSIC

INSTRUCTIONS
- Read all the information in this internal Assessment Activity before you start.
- If you do not achieve the standard on your first attempt you will have one further opportunity for resubmission, as long as there is enough time before the end of the year to do this.
- Keep in regular contact with your Te Kura teacher.

INTRODUCTION
This assessment activity requires you to research a music topic and present your findings and conclusions in a suitable format.

In presenting your research, you will need to process evidence from a range of sources. Carefully choose the information you include.

Make sure that you have answered your specific research question in detail by the end of your presentation. To show insightful conclusions you will need to process your findings and come up with your own original ideas and observations on your topic. You will be assessed on the depth and insight of your research.

Keep all your preparatory work and submit this with your presentation as evidence of authenticity.

RESEARCH
Research is a process that includes the following:
- defining an area for research: finding a topic and sub-questions
- formulating specific research questions
- designing a research framework which involves planning how to conduct research (selecting research methods)
- gathering information and selecting relevant evidence from it
- analysing the evidence and drawing valid conclusions
- organising and presenting an outline of the research process, findings and conclusions
- recording sources of evidence (bibliography).

Through your research you need to:
- listen to a range of music from this topic
- select at least three significant musical examples to draw on and analyse
- draw conclusions from your research that shows a depth of understanding of your chosen topic
- retain draft workings in a portfolio
- contact your Te Kura teacher regularly for feedback and advice
- reference and acknowledge appropriately all material you gather for presentation.

The following **nine** steps will help you create your research project. **Read them all through first before you begin.**

1. DEFINING AN AREA FOR RESEARCH

Find a topic: this is an area of music that will form the basis of your inquiry. Topic areas might involve:

- creative processes of music-making (composition, performance, audio engineering, music and film)
- sociology of music
- psychology of music
- music in society
- music industry
- music analysis
- world music
- community music
- historical perspectives, including development of an instrument.

Examples of possible topic headings could include:

- The effects of background music on attention.
- The impact technologies have had the recording industry.
- Are DJ's killing live music?
- Richard Wagner's contribution to the development of opera.
- The impact digital recording has had on modern music.
- Which is most important in a musician; hard work or innate talent?

Jot down a selection of your initial ideas for research topics. Have at least three ideas. Don't worry if one idea seems a better idea than others. You need to consider all of them. Definitions and generalisations may come into play here.

You may wish to discuss a range of your different ideas with your Te Kura teacher or someone else who could help you.

2. FORMULATING A SPECIFIC RESEARCH TOPIC AND SUB-QUESTIONS

1. Once you have decided on an area of focus you need to develop a specific research question that will become the basis of your research.

   Ask yourself: What is appropriate to this research topic? How do I ask real, meaningful questions? Will I be able to find answers to these questions?

   Discuss this with your Te Kura teacher or someone who is able to help you fine-tune the research topic ideas. This will narrow down your field of inquiry within your area of research.

2. You will need to devise questions that will help develop your enquiry. Ask yourself how, why, when and what questions.

   Look at the following topic examples:

   Example 1: Title: Investigate the impact reverb has had on artistic expression in popular music.
   Possible sub-questions:
   - what is reverb?
   - why is there reverb?
   - when in history has reverb been used in recorded and live performance?
   - how have technological advances changed the use of reverb?
   - why have musicians, engineers and producers used reverb? To what effect?
   - how do different musicians, engineers and producers view the use of reverb?
   - is reverb a proper word?

   Example 2: How have specific performance practices and techniques contributed to (name of singer/musician) particular musical identity?

   Consider the following (again, ask yourself how, why, when and what questions):
   - articulation
   - manipulation of lyrics
   - native accent or language
   - intonation and range
   - vocal style and genre
   - use of natural or unnatural register
   - microphone techniques
   - stage presence
   - interpretation of other vocalists' music
   - use of motifs and rhythms
   - voice development or decline over career
   - style change over career.

3. Outline any decisions you have made as a result of your discussions and give a brief explanation as to why you have made these decisions.

Write down your research question and your sub-questions that you have decided upon and upload this to **MPO3010A Drafts dropbox**. Your teacher will comment on your work.

3. DESIGNING A RESEARCH FRAMEWORK

Your research will require a framework and action plan for your study. This will involve planning how to conduct your research and selecting research methods. Write a plan outlining how you intend to carry out your research and a timeframe for the process. Give yourself small goals to achieve each week.

Consider the following:

1. On a piece of paper, make a list of any resources you have immediate access to that will be helpful. Decide on the research methods you plan to use for gathering information. Keep a record so that you can put this in the bibliography. Aim to use at least three different types of sources, such as internet, people and books.
   You could use people to interview, survey, observe or recount personal experience. If you will be using people as the focus of your inquiry you will need to gain the written consent of your participants before using any data provided by them in your presentation.

   Think about using:
   - books and magazines
   - CDs, DVDs and recordings
   - libraries
   - internet, radio and TV
   - people who may have helpful experience or information.

2. Write down which formats you wish to use to present your research topic.
   Presentation may take one or more of the following forms:
   - written assignment
   - powerPoint
   - film/video/radio documentary
   - web site
   - audio-visual.

3. You will need to decide the following:
   - the limits of the topic
   - the focus of the study
   - the research questions you will investigate.

Submit the following to **MPO3010A Drafts dropbox**. Your teacher will comment on your work.

- a list of the resources you are thinking of using
- the format of your presentation
- your research topic question and a list of sub-questions that you will be investigating

4. GATHERING INFORMATION AND SELECTING RELEVANT EVIDENCE FROM IT

Throughout your research you will need to process information.
This requires:

- indentifying
- defining
- gathering
- selecting
- recording
- producing
- refining information.

These are linked to methods you have selected to answer your research question.
These might include:

- questionnaires
- surveys
- interviews
- action research
- data gathering
- observation
- personal narrative
- mentoring.

In the process of gathering information you will need to:

a. Select information from a range of referenced sources.

b. As you consider each text you need to determine its usefulness and relevance.

c. Make a list of all the information you have found about your topic and where you have gathered it from.

d. When you have determined if a source is potentially useful, skim-read it keeping your key questions in mind.

e. As you read your texts you need to keep a record of:

   – What information you find. You'll need to note down single words, phrases, quotes and ideas which can then be expanded later into fuller notes.

   – Where you find information. You'll need to record specific details such as titles and publication details of books or films. You'll need these details for the bibliography in your report. Refer to 'How to write a bibliography' in the Assessment Resources section of this resource.

f. Try to put into an order all the information that you have gathered together.

5. ANALYSING THE EVIDENCE AND DRAWING VALID CONCLUSIONS

1. Analyse all your material and come up with your own conclusions in response to your specific research question.

2. Read over the notes that you have gathered so far. The quality of your notes affects the quality of the report – keep this in mind as you do your research.

3. What are the important points that highlight your findings? (These may change or develop through the research process.)

Submit a draft of your research project to **MPO3010A Drafts dropbox**. Your teacher will comment on your work. Your draft may just be bullet points to cover the main details.

6. ORGANISING AND PRESENTING YOUR RESEARCH, FINDINGS AND CONCLUSIONS

At this point, you should be at the stage where you have a reasonably complete draft of your research project. Now, you will need to make sure that all your arguments, points and discussions are organised in a coherent and logical format.

For the final version of your research project, ensure that you have the following:

Topic – the area investigated.

Focus – The aspect(s) most interesting for investigating.

Research question/s – what you wanted to know about your focus area. Research method – the processes/tools you used to gather evidence. Analysis – techniques used to sort evidence into meaningful information.

Findings – Bringing together what you found, and how this answers the research question/s.

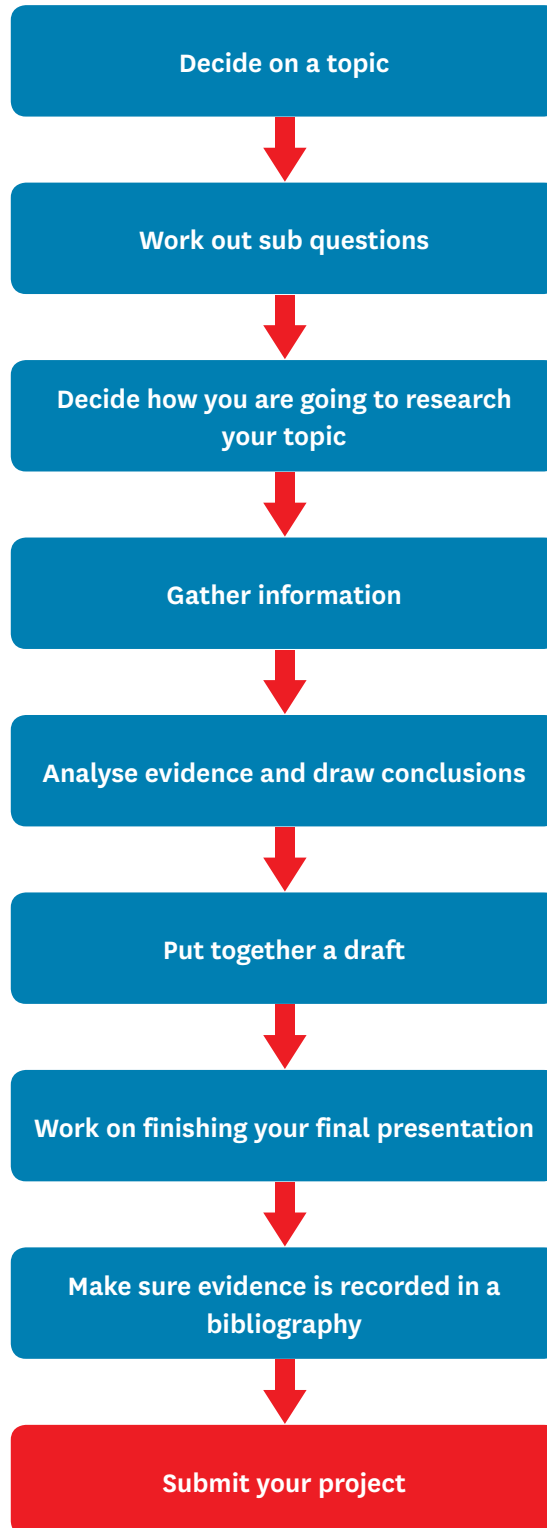**Conclusions** – what conclusions you have come to. (Don't forget to add your own opinions.)

7. RECORDING SOURCES OF EVIDENCE (BIBLIOGRAPHY).

Include where appropriate:

- Appendix – where appropriate with scores/diagrams/pictures, questionnaires, interviews etc.
- Bibliography/discography: all sources need to be fully referenced (books, recordings, websites, surveys etc.)

Refer to 'How to write a bibliography' in the Assessment Resources section of this resource.

8. STEPS TO DEVELOP YOUR RESEARCH PROJECT:

Decide on a topic

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Work out sub questions

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Decide how you are going to research your topic

↓

Gather information

↓

Analyse evidence and draw conclusions

↓

Put together a draft

↓

Work on finishing your final presentation

↓

Make sure evidence is recorded in a bibliography

↓

Submit your project

⚠ You may wish to submit another draft to **MPO3010A Drafts dropbox** for teacher comment before submitting your final assessment.

9. SUBMISSION

Before you submit your final work, make sure you have the following:

- [ ] Cover page and table of contents

- [ ] Pre-task: your research question and sub-questions introduced and defined

- [ ] Development: your fieldwork/information gathering and framework for your methods of investigation and discussions

- [ ] Presentation: your presentation using musical evidence

- [ ] Conclusions drawn

- [ ] Bibliography

- [ ] Your name and Te Kura ID number on each item.

- [ ] Include all draft copies of your work in progress, along with your final submission of your Research Project. Also include any additional material, audio files etc.

Upload your final compositions to the MPO3010Y1 Final assessment dropbox.