|  |  |  |
| --- | --- | --- |
| COMPOSE & CREATE | | |
| **Poetry Slam Draft # 1**  First draft of a completed 3 minute original poetry slam, presented on the requested date | /7 | |
| **Poetry Slam Draft #2**  Evidently, Revised Second draft of the completed 3 minute original poetry slam, presented on the requested date | /7 | |
| **Poetry Slam Performance** – Student presents their Original Slam Poem that is fully memorized, 3 minutes in length (+/- 10 seconds) that is:  **Expressive –**   * Uses a strong, clear voice so that everyone can hear and understand the words. * Speaks at a speed that allows the audience to understand. * Varies the pace (speed) of the poem is extremely well done and serves to make it more interesting to listen to and easier to understand. * Variation in the volume level of their voice is excellent and is well planned as they make the poem very interesting, meaningful and easier to understand. * Consistently varies the tone (expression) of their voice.   **Body Language**   * Stands confidently (looking at the audience, arms not crossed but used to enhance the telling of the poem, is not twitching or fidgeting). * Uses his/her body to make movements and gestures that relate to the poem and make it “come alive”. * Uses facial expression that directly connects with the poem’s mood, language and pace. * Consistently uses excellent and well-rehearsed facial expression to add meaning to the poem.   **Entertainment value/ Impact**   * Performer & Poem is engaging to listen to and watch. * Performer & Poem creates a strong “vibe” through the performance.   Performer considers the audience’s reactions (e.g., waits for quiet before beginning and allows time for them to laugh, think, etc.) | /30 | |
| **TOTAL** | /44 | |
| COMPREHEND & RESPOND | | |
| **Final Poetry Slam**  Fully revised, edited, polished 3 minute original poetry slam, submitted to the teacher on the requested due date. Final Slam Poetry demonstrates   * A clear **Theme -**Theme is creatively presented and stitched through out the poems stanzas. * **Creativity & Non-cliché phrasing & sentences -** Writer uses varying sentence lengths, a variety of creative sentences to purposefully produce the poems necessary pacing, tension and theme development**.** * **Strong Word Choice -** Writer uses strong, vivid, powerful words that evoke emotions, images and tension. * **Use of Figurative Language & Literary Devices -**Writer uses a variety of these devices to enhance thepoems intent, set up mood, imagery and impact. * **Use of Rhythm and/or Rhyme -** Writer uses both or either of these elements to produce a smooth flowing and necessary pace to the poem as deemed by the theme/intent of the poem.   **Conventions of Writing -**Writer uses proper punctuation, words are correctly spelled and proper tense is used through out. | |  |
| **TOTAL** | | /30 |
| ENGAGE, ASSESS & REFLECT | | |
| **Slam Peer Edit #1** – Student demonstrates seriousness with regard to editing, providing helpful feedback, constructive criticism, kind suggestions, and specific things the student did well or could improve upon. The student’s editing demonstrates attention (was not rushed) and effort to genuinely help another peer. | | /10 |
| **Slam Peer Edit #2** -Student demonstrates seriousness with regard to editing, providing helpful feedback, constructive criticism, kind suggestions, and specific things the student did well or could improve upon. The student’s editing demonstrates attention (was not rushed) and effort to genuinely help another peer. | | /10 |
| **Poetry Slam’n Reflection** – Students prepare a brief ESSAY that discusses the following criteria:   1. What did you like most about the Poetry Slam’n Unit & Why 2. What would you like changed/modified or adjusted in this Unit 3. What area did you grow the most in as a reader, analyzer, writer of poetry? 4. What are you most proud of? 5. If there was one thing you could improve upon, with regard to your work, workmanship, participation, what would it be and how would you correct it? 6. DIDLS –use of the DIDLS method for analyzing & comprehending a poem’s mood & Theme. 7. Use of Poetry Video & Collaborative Discussion of Poems & Analysis 8. Discussion and Dissection of Poetry Slam’s from YouTube for the purpose of learning to perform, write, and judge. 9. Peer Editing Workshops of Student’s Original Poetry Slam 10. Rehearsal & Peer/Teacher Critique Class | | /20 |
| **Workshop**   * Student is actively engaged in the conversation or task during workshop time * Student listens, offers suggestions, asks questions, clarifies, takes notes during workshop * Student provides positive feedback and helpful, specific suggestions * Student remains on task, focused and does not engage in distracting behavior or remains as an on-looker to the activity, task. | | /20 |
| **TOTAL** | | /60 |

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **POETRY SLAM’N RUBRIC** **A** **B** **C** **D**