

Assigned: Tuesday, November 22nd

Parody - Music Video

This is a parody of a song that you have made into a music video featuring your “Oddly Animals” character in full costume and singing
You can complete this in partners

- Parody of a song that you’ve written about your character/other characters or their world from “Oddly Animals”
- “Coolie” filmed with multiple angles
- 4 literary devices that you’ve highlighted and explained on the sheet of your parodied lyrics
- Original songs lyrics printed
- Explain the differences between your song and the parodied song

(E10) COMM 33: Communicate with digital media (E9) COMM23: Use writing and design processes to create text	Student has created a captivating Music Video with multiple angles (at least 8), that features their character singing about themselves, their situation, and/or their friends	
(E10) COMP 56: Examine elements, techniques and literary devices COMP 49: Explain how lit dev enhance the meaning (E9) COMP 41: Recognize role of contexts in texts COMP 42: Recognize how language constructs identity	Student has printed their lyrics to hand in with their video. The lyrics have presented 4 different literary devices, highlighted and student has successfully explained (in writing) how those literary devices work for the specific context it is used in.	
(E10) COMM 28: Intellectual property rights and protocols (E9) COMM16: Transform ideas and information to create original texts	Student has given credit to the original artist, has included the original lyrics and has explained the differences between the original song and their parody.	
(E10) COMP 70: Form and Structure of texts (E9) COMP 38: Recognize range of text structures	Student was able to successfully follow the structure, beat and melody of the original song to create a true parody	
(D10) ECDR1: Create with audience in mind (D9) CEDR4: Show respect for self, others, audience	Student has created a piece that is school appropriate	
(D10) ECDR5: Express ideas and emotions (D9) ECDR1: Create dramatic art through imagination and play	Student took on their character’s physicality, voice, and personality. They were expressive and entertaining.	



Due: Monday, December 5th

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Live Slam Poem

This is a live presentation in front of the class, fully in costume and character

- At least 400 word slam poem (copy sent to Carolyn)
- Delivered with passion
- About your character/other characters or their world from “Oddly Animals”
- Must include 4 literary devices which you’ve explained on your digital copy (that you’ve sent to Carolyn).

(E10) COMP 56: Examine elements, techniques and literary devices COMP 49: Explain how lit dev enhance the meaning (E9) COMP 41: Recognize role of contexts in texts COMP 42: Recognize how language constructs identity	Student has sent Carolyn their poem to hand in before their presentation. The poem has 4 different literary devices, highlighted and student has successfully explained (in writing) how those literary devices work for the specific context it is used in.	
(E10) COMM27: Explore spoken language formats for purpose (E9) COMM22: Use and experiment with oral storytelling processes	Student delivered their slam poem with passion, projection, tone, and charisma. It’s best memorized. We could hear them, understand them and their emotions, and were captivated by their poem.	
(D10) ECDR1: Create with audience in mind (D9) CEDR4: Show respect for self, others, audience	Student has created a piece that is school appropriate	
(D10) ECDR5: Express ideas and emotions (D9) ECDR1: Create dramatic art through imagination and play	Student took on their character’s physicality, voice, and personality. They were expressive and entertaining.	



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Artistic Free Verse

This is a visual art, free verse poetry piece

- 400-500 words (copy sent to Carolyn)
- 22”x 28” poster paper completely covered in whatever style of art you choose (with poem incorporated on the page)
- The poem needs to be legible on the art piece
- Poem and Art must reflect your character from “Oddly Animals”
(Art piece will be displayed for audiences to see)

(E10) COMP 70: Form and Structure of texts (E9) COMP 38: Recognize range of text structures	Student has written a free verse poem between 400-500 words featuring their character. Poem is about their character/other characters or their world from “Oddly Animals”.	
(E9/10) COMP 37: Construct connections between self, text, world	Student has presented their poem on a 22” x 28” poster paper. The paper is completely covered by whatever style of art they choose. The art complements the poem that is incorporated into the piece (featuring their character).	
(E10) COMP 56: Examine elements, techniques and literary devices COMP 49: Explain how lit dev enhance the meaning (E9) COMP 41: Recognize role of contexts in texts COMP 42: Recognize how language constructs identity	Student has sent their poem to Carolyn before the due date. The poem has 4 different literary devices, highlighted and student has successfully explained (in writing) how those literary devices work for the specific context it is used in.	
(E10) COMP 74: Personal, social, culture, values, perspective (E9) COMM 20: Use features for audience, purpose, message	The poem finds a way to creatively explore this character’s emotions, situations, and/or world.	



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