**ELA 20: Spoken Word Assignment Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Not everyone feels comfortable writing a spoken word poem. I challenge you to write one, but there are options for this assignment.

1. Create a spoken word Poem
2. Re state a poem that has already been created
3. Re state a portion of a song

In general, a Spoken Word Poem demands to be heard. Therefore, your poem (whether you choose option A, B or C) must be read BY YOU out loud. Your options for speaking this poem are

1. Performing the poem in front of the class with your storyline behind you
2. Recording your voice over the storyline
3. Recording you saying the poem with your storyline

Once you have chosen your option for the poem, please answer the following questions:

1. Why did you choose the method you did? (spoken word, restating a poem, or a song)
2. What does this song/poem mean to you?
3. Is there any figurative language in your poem? (simile etc.)
4. What is the length of your poem once spoken? Do you think it would be more powerful if it was longer? Shorter? Or did you decide on this length for a reason?
5. Do you think that all poetry demands to be read? Or can poetry survive fine on paper?

Think about the storyline you are going to use in the background of your poem.

1. Why images come to mind when you think about your poem?
2. Will these images add or subtract from your spoken word?
3. Explain why you did or did NOT decide to put yourself in the storyline.
4. In videos that we watched online, some people introduced their Spoken word and THEN went into their poem. Will you have an introduction? Explain whether you think you need one.

**Final Questions**

1. In the end, all of our spoken word poems will be visible to the class- Do you think that this is a good idea?
2. If you feel that you are happy with your work, should it matter how other’s evaluate or judge it?

Spoken Word can be interpreted very differently. Remember that the topic you chose is something that means something to you, and it may not mean anything to someone viewing that same topic.

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| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Poem Topic/Theme**  **X2** | Appropriately focused topic with a clear understanding of the intent of the topic. Effectively connects with audience through common themes. | Focused topic which partially demonstrated understanding of the intent of the topic. Somewhat connects with the audience through common themes. | A vague sense of the purpose of the topic requiring the audience to make assumptions. Minimal effort to connect with the audience through common themes. | Lack of focus or confused purpose, which results in confusion for the audience. Does not connect with the audience, and fails to use common themes. |
| **Delivery**  **X2** | A combination of **appropriate** and effective eye contact, posture, clarity of expression, projection of voice, tone and pacing significantly enhance the speakers’ words. | A combination of **appropriate** eye contact, clarity, and projection of voice, tone and pace are used but without a smooth cohesiveness. | Inconsistent use of eye contact, clarity and projection of voice, tone and pace interrupt the flow of the reading. | Lack of eye contact, clarity and projection of voice, tone and pace make the reading difficulty to follow. |
| **Body Language**  **(If present)**  **If not, delivery is X3.** | Facial expressions, ideas and body language generate a strong interest and enthusiasm about the topic. It is a creative presentation. | Facial expressions, ideas and body language sometimes generate a strong interest and enthusiasm about the topic. | Facial expressions, ideas and body language are used to try to generate enthusiasm, but seem somewhat lacking. | Very little use of facial expressions, original ideas or body language; does not generate much interest in topic |
| **Technical Aspects**  **X3** | Video is focused and flawless with fluent transitions, audible voices/sounds, effective use of blocking, and creative use of special effects/graphics. | Video is somewhat focused with fluent transitions, audible voices/sounds, use of blocking, and some creative special effects/graphics. | Video is occasionally focused with few transitions, some audible voices/sounds, few use of blocking techniques, and minimal use of special effects/graphics. | Video is unfocused, without the use of transitions, the sound is not audible, and stage blocking is weak. (turn back to camera or fails to address video camera) |

What do we like and dislike about this rubric? What can we do to improve it?