Leaving A Legacy

Tradition - Identity - Community - Choices

The Situation:

A senior at The School for the Visual Arts and Humanities is ready to move on to the next phase of his or her life. Unfortunately, all the wisdom, the moments of resilience, the stories of succeeding against the odds could fade away in time without someone to tell the story.

It's up to you to learn the skills necessary to tell their stories. You've learned a little about your own identity, but what about trying to find information about somebody else's? Your Geography class will be offering the chance to effectively give an interview, while using the knowledge about the Four Worlds to give a deeper context to their cultural identity. Will you be able to apply these skills to tell their story meaningfully?

In English, the interview will be turned into a narrative. A story. About a moment in time that shaped and impacted that senior the most in their educational journey. Will you be able to turn an interview into an interesting story that captures that important moment of resilience, achievement, or transformation?

Math will help you determine the best location for emphasis points in your designs, using our logo, the Golden Ratio. That information, along with the finished narrative from English, will be brought to your art class, where you must work on a symbolic portrait, to communicate the essence of your senior, while using symbolism to tell the story of their educational journey.

Will you be able to take this knowledge and honor the story of a student that has navigated the road you will travel? Can you help us continue the tradition of the past 3 years, and tell the stories of our past graduates?

LEARNING GOALS:

1. Students will analyze the 4 worlds to examine the effects of Political, Social, Economic, and Cultural factors on their education.

2. Students will be able to conduct an interview.

3. Students will be able to create a narrative based on facts.

4. Students will create a symbolic portrait based on a narrative.

5. Students will organize a formal presentation showcasing their work to a panel.

ESSENTIAL QUESTIONS:

Geography ‑ How do cultural, social, political, and economical factors shape our educational journeys?

English ‑ Why do we tell and share stories? How does sharing stories help us build an inclusive community?

Art ‑ How do you symbolically capture and communicate the essence of a person?

Name _____

Symbolic Portrait Rubric

	1	**2**	**3**	**4**
Value Pattern	Many images are unseen because similar values are used next to each other, silhouette is unclear and of similar value to background.	Three values are used most of the time, but some images are hidden due to low Contrast. Silhouette is unclear.	Light, medium, and dark values are used consistently on the individual images, but Silhouette is at times unclear.	Light, medium, and dark values are placed strategically, allowing silhouette to stand out and symbols are easily seen
Symbolism	5 symbols are used and answer the EQ'S	6 symbols are used and address the EQ	7 symbols are used and address the EQ	At least 8 symbols are used and address the EQ
Color Scheme	No color plan used	Color plan mostly used. Colors that break the plan provide no additional interest or addition to emphasis	Color plan is used consistently throughout the piece	Color plan used throughout piece. Plan is broken in small amounts to provide visual interest
Principles Of Design	Fewer than three principles are used and provide some visual interest	Three principles of design are used and provide some visual interest	Unity, rhythm, and one other principle is used. One principle adds little to visual Interest	Unity, rhythm, and two other principles are used to provide visual interest
Use of time Professional Attitude	Turned in after due date, student wasted a lot of time,project is curled, torn, or ripped, piece feels unfinished.	Turned in after due date, student wasted some time, project is curled, torn, or ripped. Piece looks somewhat unfinished	Turned in on due date, student wasted some time, but project is flat, not ripped, and is a finished quality piece.	Turned in on due date, student used time wisely, project is flat, not torn or ripped, and is a finished quality piece.

Please tape this to back of piece on four corners with yellow masking tape

Teaching Task Rubric (Narrative)

Scoring Elements	Not Yet 1	1.5	Approaches Expectations 2	2.5	Meets Expectations 3	3.5	Advanced 4
Focus	Attempts to address prompt but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses the prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of the prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a theme or storyline, but lacks a clear or sustained purpose.		Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.		Establishes a theme or storyline, with a well-developed purpose carried through the narrative.		Establishes a compelling theme or storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques.
Reading/ Research	Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand.		Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance.		Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative.		Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative
Development	Descriptions of experiences, individuals, and/or events are overly simplified or lack details. L2 Attempts to use stylistic devices (e.g., imagery, tone, humor, suspense) but devices are used awkwardly or do not serve the purpose of the narrative		Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level. L2 Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) unevenly		Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character. L2 Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) to support the purpose of the narrative.		Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character. L2 Skillfully integrates appropriate stylistic devices (e.g. imagery, tone, humor, suspense) to support the purpose of the narrative.
Organization	Attempts to use a narrative structure; composition is disconnected or rambling.		Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure.		Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose		Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience. that enhances communication of theme or purpose and keeps the reader engaged
Conventions	Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions.		Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas.		Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.		Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.
Content Understanding	Attempts to include disciplinary content, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanations.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

PRESENTATION RUBRIC for PBL

(for grades 9-12; Common Core ELA aligned)

	Below Standard	Approaching Standard	At Standard	Above Standard ✔
Explanation of Ideas & Information	▸ does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning ▸ selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach) ▸ does not address alternative or opposing perspectives	▸ presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow ▸ attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed ▸ attempts to address alternative or opposing perspectives, but not clearly or completely	▸ presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4) ▸ selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4) ▸ clearly and completely addresses alternative or opposing perspectives (CC 11-12.SL.4)	
Organization	▸ does not meet requirements for what should be included in the presentation ▸ does not have an introduction and/or conclusion ▸ uses time poorly; the whole presentation, or a part of it, is too short or too long	▸ meets most requirements for what should be included in the presentation ▸ has an introduction and conclusion, but they are not clear or interesting ▸ generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea	▸ meets all requirements for what should be included in the presentation ▸ has a clear and interesting introduction and conclusion ▸ organizes time well; no part of the presentation is too short or too long	
Eyes & Body	▸ does not look at audience; reads notes or slides ▸ does not use gestures or movements ▸ lacks poise and confidence (fidgets, slouches, appears nervous) ▸ wears clothing inappropriate for the occasion	▸ makes infrequent eye contact; reads notes or slides most of the time ▸ uses a few gestures or movements but they do not look natural ▸ shows some poise and confidence, (only a little fidgeting or nervous movement) ▸ makes some attempt to wear clothing appropriate for the occasion	▸ keeps eye contact with audience most of the time; only glances at notes or slides ▸ uses natural gestures and movements ▸ looks poised and confident ▸ wears clothing appropriate for the occasion	
Voice	▸ mumbles or speaks too quickly or slowly ▸ speaks too softly to be understood ▸ frequently uses "filler" words ("uh, um, so, and, like, etc.") ▸ does not adapt speech for the context and task	▸ speaks clearly most of the time ▸ speaks loudly enough for the audience to hear most of the time, but may speak in a monotone ▸ occasionally uses filler words ▸ attempts to adapt speech for the context and task but is unsuccessful or inconsistent	▸ speaks clearly; not too quickly or slowly ▸ speaks loudly enough for everyone to hear; changes tone and pace to maintain interest ▸ rarely uses filler words ▸ adapts speech for the context and task, demonstrating command of formal English when appropriate (CC 9-12.SL.6)	

	Below Standard	**Approaching Standard**	**At Standard**	**Above Standard ✔**
Presentation Aids	▸ does not use audio/visual aids or media ▸ attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation	▸ uses audio/visual aids or media, but they may sometimes distract from or not add to the presentation ▸ sometimes has trouble bringing audio/visual aids or media smoothly into the presentation	▸ uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest (CC 9-12.SL.5) ▸ smoothly brings audio/visual aids or media into the presentation	
Response to Audience Questions	▸ does not address audience questions (goes off topic or misunderstands without seeking clarification)	▸ answers audience questions, but not always clearly or completely	▸ answers audience questions clearly and completely ▸ seeks clarification, admits "I don't know" or explains how the answer might be found when unable to answer a question	
Participation in Team Presentations	▸ Not all team members participate; only one or two speak	▸ All team members participate, but not equally	▸ All team members participate for about the same length of time ▸ All team members are able to answer questions about the topic as a whole, not just their part of it	