

ETHS Final Project: Creative Piece

Introduction



In our Ethnic Studies class, we have centered much of our curriculum around the key concepts of **identity** and **voice**. We've also looked at the importance of communication in spreading awareness about societal issues, including a lot of examples of art.

In this project you will combine your identity and voice with your artistic expression to **produce a creative piece** that demonstrates your understanding of the key concepts and ideas we've covered this semester.

| | Exceeding | Meeting | Approaching | Initial |
|--|--|---|--|---|
| Thinking with Creativity: Unique Answers & Interpretations - Creative Piece | Creates an original, new artistic representation that is tailored to the setting or purpose. | With support, creates a new artistic representation that is appropriate to the setting or purpose. | Adapts an appropriate artistic representation to their own needs. | Successfully reproduces an appropriate artistic representation. |
| Communicate: Cohesion - Artist Statement | The artist statement explains the relationships between the artistic representation and the topic. | The artist statement identifies the relationships between the artistic representation and the topic. | The artist statement connects the relationships between the artistic representation and the topic. | The artist statement attempts to connect the relationships between the artistic representation and the topic. |
| Think - Artist Statement | Understands the context, purpose, and content of the activity; applies to learning goals | Understands the context, purpose, and content of the activity. | Understands the activity and some of its content or purpose. | Understands the activity. |
| Communicate: Active Listening & Feedback - Presentation Notetaker | Student asks challenging questions and provides feedback that provokes and requires the speaker to reflect deeply. | Student asks questions and offers feedback that requires others to reflect on their ideas. | Student asks questions and provides feedback that are related to the purpose of the discussion. | Questions and feedback are missing or not related to the purpose of the discussion. |
| Oral Communication: Presentation - Self-Evaluation | Voice is articulate, well-paced, uses inflection, and projects well. Posture confident. Eye contact comfortable. | Voice is clear, well-paced, audible and occasionally uses inflection. Posture steady. Eye contact consistent. | Voice is understandable but may lack inflection and/or show verbal tics or poor pacing. Posture shows nervousness. Eye contact inconsistent. | Voice is inaudible or monotone and/or verbal tics are distracting. Posture distracting. Eye contact lacking. |
| Respect: Preparation & Productivity | Thoughtfully completes homework and classwork, going beyond the basic requirements. | Thoughtfully completes work. | Completes most of the work. | Completes the work. |

Creative Product

You will choose one type of artistic medium (consider the suggestions in the list below or suggest an original idea!) and **create a work of art** that you will share with a small group during the finals period. The content of this piece **should connect in some way to at least one part of your critical paragraph** (topic, action, voice & identity, ETHS vocabulary, needs and wants, justice, etc.).

Product Types

- ☐ **Fine Art**: painting, diorama, drawing, digital art piece, ceramics, sculpture, collage, scrapbook, propaganda/campaign poster, quilt, textile piece, other
- ☐ **Film**: documentary, interview, interpretive, video collage, video/social media PSA, other
- ☐ **Music**: original recording (can be song, rap, instrumental, etc.), other
- ☐ **Creative Writing**: short story, script, graphic novel/story, poem, other
- ☐ **Performance**: a short play or enactment, readers theater, dance choreography, musical performance, other

Brainstorm: Look at the options above and select the type of medium you will use for the creative piece.

Connection to Critical Paragraph

| | |
|--|--|
| If you chose Question A: - What is the <u>topic</u> of your paragraph? - What <u>action</u> did you take to effect change in your paragraph? | |
| How did you connect to <u>voice and identity</u> in your paragraph? | |
| What <u>ETHS terms & themes</u> did you use in your paragraph? | |
| What <u>needs & wants theory</u> did you connect to in your paragraph? | |
| What <u>type and theory of justice</u> did you use in your paragraph? | |

Brainstorm: Look at your answers above and pick AT LEAST one answer to be the content of your piece.

Artist Statement

You will **create an artist statement** explaining:

1. why you chose your medium (fine art, film, music, creative writing, performance, etc.)
2. why you chose the particular content or images and how they connect to your paragraph
3. any challenges you faced in creating the piece and how you solved them.

Your goal is to clearly explain your piece and process to your group. Use the scaffold below to help you prepare your artist's statement, which can also serve as your script for the presentation.

| | |
|---|--|
| Introduce yourself and give a brief description of your creative piece and the artistic medium you are presenting today <i>(ex. fine art, film, music, creative writing, performance, etc.).</i> | |
| What element of your critical paragraph inspired this project? Explain specifically how at least ONE element of your piece connects to the paragraph content <i>(ex. topic, action, voice & identity, justice, needs & wants, ETHS terms & themes, etc.)</i> | |
| Explain the process of creating your piece | |
| How did you come up with this idea for your creative piece? | |
| What materials did you use and how did they help to create your piece? Why did you choose to use a specific artistic medium? | |
| What challenges and insights did you have while making your creative piece? | |

Presentation (2-3 minutes each)

In a small group, you will share your work, explain your artist's statement, and answer questions from the group; you will take notes on the other presentations to help build your listening skills.

| Presentation 1: _____ | |
|---|--|
| What did this person do <u>well</u>? What could they <u>work on</u>? | What is ONE <u>question</u> you have for them about their creative piece? |
| | |
| Presentation 2: _____ | |
| What did this person do <u>well</u>? What could they <u>work on</u>? | What is ONE <u>question</u> you have for them about their creative piece? |
| | |
| Presentation 3: _____ | |
| What did this person do <u>well</u>? What could they <u>work on</u>? | What is ONE <u>question</u> you have for them about their creative piece? |
| | |

Evaluate your own presentation on the Oral Communication rubric below (*circle appropriate box*):

| | | | | |
|---|--|---|--|--|
| Oral Communication: Presentation (self- evaluation) | Voice is articulate, well-paced, uses inflection, and projects well. Posture confident. Eye contact comfortable. | Voice is clear, well-paced, audible and occasionally uses inflection. Posture steady. Eye contact consistent. | Voice is understandable but may lack inflection and/or show verbal tics or poor pacing. Posture shows nervousness. Eye contact inconsistent. | Voice is inaudible or monotone and/or verbal tics are distracting. Posture distracting. Eye contact lacking. |
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