**Beauty Synthesis Summative Project: English 11** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*For your project, choose one TOPIC and one PRESENTATION TYPE. You may mix and match the two columns as you see fit. Whatever you choose, make sure to meet the criteria on the MARKING RUBRIC on the next page.*

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| TOPICS |
| 1. What is beauty? Explore this question, using evidence from your own experience, sources from class, and other outside information.
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| 1. Make and execute a plan to beautify a part of our school or community. Document the steps and take “before” and “after” photos of the location you beautified.
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| 1. Research perspectives of beauty in our school. To do this, come up with some research questions you want to understand and use interviews and/or surveys of students and staff in an attempt to answer your questions.
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| 1. Compare and contrast beauty ideals in different cultures around the world (minimum of two different cultures, but compare as many as you like). How do environment, way of life and culture affect beauty ideals in the country you choose to research? How does this compare to Canada’s beauty ideals? Try to avoid **bias** and/or judgement in your work.
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| 1. Research how magazine photos are created and the effect this has on models, viewers, and/or society.
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| 1. What makes art beautiful? Address this question, using a combination of class materials, outside information, and your own opinion. You could focus on a particular artist (ex. Picasso) or form of art (ex. Anime)
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| 1. Is natural beauty important for human beings? In addressing this question, you may want to explore ideas of “nature therapy” and why it is being used in urban places today.
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| 1. Another idea? Write it below, and then clear it with me.
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|  | PRESENTATION TYPES |
| **Creative Writing** | * Write a short story that addresses key issues in your topic
* Write a poem (make sure you write enough to fully meet the criteria on the other page)
* Create an original comic strip or picture book that explores your topic
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| **Composition** | * Write a persuasive (argumentative) essay
* Write a letter to someone (yes, a real person)
* Write a newspaper article (include images)
* Create a photo essay with your own, original photos
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| **Spoken Language** | * Write and perform a play (you may work with others for this topic)
* Write and perform a spoken word poem or a monologue
* Write and record a Podcast
* Create a presentation for the class (Powtoon, Prezi, PowerPoint, Sway)
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| **Media** | * Make a short documentary film
* Create a website, blog, infographic or use another app
* Create a poster
* Create a visual work of art, either digital or non-digital
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|  | Extending | Proficient | Developing | Emerging |
| --- | --- | --- | --- | --- |
| **Approach to topic** | Student approaches the topic in an interesting, insightful, and engaging way. Viewers of the work will be impressed with the depth and maturity in students’ understanding. | Student approaches the topic in an interesting way. Viewers of the work will gain a better understanding of the topic.  | Project is done, but may lack depth. Viewers of the work will understand it, but work may be presented in a way that is somewhat disorganized, brief or seems rushed. | May appear very rushed, be confusing, or be too brief. Little thought or effort seems to have gone into project. |
| **Creativity** | Project is unique. Creativity is used in an effective way to express student’s ideas. Work synthesizes ideas in original and surprising ways. | Project is original. Creativity is used to express student’s ideas OR the student took risks in order to do original work, but the risk may not have entirely paid off. | Project may be a somewhat expected or obvious approach, or some attempt at creativity is evident, but is less effective.  | Very little or no creativity shown, or creativity doesn’t effectively express student’s ideas. |
| **Presentation** | Professional presentation, whether in visual or oral form. If presenting to the class, student clearly conveys information, speaks clearly with enthusiasm, and faces audience. If visual or written, work shows attention to detail in editing and visual presentation. | Solid presentation. Student is prepared. Student conveys information, and usually speaks clearly and faces audience OR work is neatly done and effort has been put into editing and visual presentation. | Adequate presentation. Some information may not come across clearly, or presentation/work may be very brief or rushed. May be difficult to hear or understand student, or student/ may be less organized.  | Unacceptable presentation. Appears to be rushed or thrown together, or is much too brief or sloppy. |