

Group Members

Date _____

Period _____

PERFORMANCE ART

Student Artist's Mission- Display an issue through performance art in a group of 2 or 3.

- Must contain at least one large prop. (You can use chipboard, plaster, cardboard, fabric, etc.)
- You will make props in class and “perform” the art piece in public.
- You must take photos or videos of the performance to present during class critique.

Guiding Question – What issue will you choose to present to the public through performance art?

You Will Learn:

- Student will analyze and reflect on contemporary performance art.
- Student will research an issue and advocate for it through the use of designed props.
- Student will present their project through videos and photos of a planned public performance.

Develop (Things Your Group Will Be Graded On):

Final Grade _____ /40 Points

	A (9-10 Points)	B (8-9 Points)	C (5-7 Points)	D (3-4 Points)	F (0-2 Points)
Craftsmanship 10 Points	The props were precisely and professionally made. Performance was documented extensively through photo and video.	The props were made well. Performance was documented well through photo and video.	The props were made for a purpose. Performance was documented through photo and video.	The props could use some more detail. Performance was documented slightly through photo and video, but not very much.	No thought was put into prop construction. The performance was documented poorly through photo and video.
Planning and Research 10 Points	Students did significant research on prop design and performance ideas. Items were sketched and designed thoroughly.	Students researched prop design and performance ideas. Items were sketched and designed.	Students did some research on prop design and performance ideas. Items were thought out.	Students did little research on prop design and performance ideas. Items could have been sketched and designed better.	Students did no research on prop design or performance ideas. Items were not sketched or designed well.
Experimentation and Creativity 10 Points	Students extensively experimented with their chosen issue. The performance and props are unique to their ideas.	Students experimented with their chosen issue to present. The performance and props are linked well to their ideas.	Students experimented slightly with their chosen issue. The performance aligns with their ideas.	More experimentation could have been done with chosen issue to present. The performance could represent ideas better.	No experimentation was done with chosen issue to present. The performance doesn't represent the groups ideas well.
Writing 10 Points	Statements on project plan are thoughtful and specific. Artist statement is reflective, uses vocabulary, and shows growth.	Statements on project plan are thoughtful. Artist statement is reflective and uses vocabulary.	Statements on project plan could be more specific. Artist statement could use more reflection and better vocabulary.	Statements on project plan are not specific. Artist statement uses no vocabulary and needs better personal reflection	Statements on project plan serve no purpose. Artist statement does not reflect the student's work or learning process.

Prop Planning Sketches

--

DEADLINE: Photos/Video of your performance and this completed project plan are due _____.

Artist Statement

What issue did your group present to the public? Why?

What prop(s) did you create for your performance? Why **AND** how did you construct them?

Describe your group's public performance. What were the reactions of the public to your performance?

WRITE LEGIBLY: If I cannot read your handwriting, you will receive zero points.