

1999

## Designing Collaborations Between Community Based Organizations and Schools to Produce Curriculum Models for Service- Learning Programs (Cambridge-Isanti High School)

Cambridge-Isanti High School

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## **Designing Collaborations Between Community Based Organizations and Schools to Produce Curriculum Models for Service-Learning Programs**

### **Purpose of project, as stated in RFP:**

1. To connect community based organizations with schools to produce curriculum models that focus on the learning activities in the community.
2. To produce curriculum models that demonstrate how the learning in the community meets Minnesota graduation standards contained in the basic skills and Profile of Learning.

# Cambridge-Isanti High School & Community Education Performance Package

This curriculum is designed to give students the opportunity to experience and discover the arts. It is a collaborative service-learning project between the local artistic community and a ninth grade English/Social Studies class poetry unit at Cambridge-Isanti High School.

The artistic community's responsibility in this project is to participate in a "coffee-house" atmosphere performing original or personal literary art. Students write poetry in class, and then organize an exhibition/performance as a service-learning project. This project is needed in the community because there is currently no venue for public, live, literary artistic performances. This package was designed by Cambridge-Isanti Community Education.

**Content Standard:** Literary and Arts Creation and Performance

**Level:** High School

**Title of Package/Activity:** Literary Arts Performance\*

\*Partial Package

## Summary of Statement of Content Standard

A student shall perform or present an artistic presentation in dance, literary arts, music, theater, visual arts, or media arts.

## Summary of Service-Learning Activity

### Tasks/Activities

1. Create an exhibition proposal and work plan for formal exhibition of literary art work for a specific audience.
  - a. Define the purpose of the exhibition
  - b. Identify and describe all essential tasks for preparing for an exhibition
  - c. Create a focus for the type and range of work to be exhibited
  - d. Discuss and generate a strategy for locating exhibition work
  - e. Develop a time strategy for the exhibition
2. Develop selection criteria and select works for exhibition of literary art work for a specific audience.
  - a. Discuss the meaning of a quality piece
  - b. Establish the qualities/criteria for exhibition
  - c. Develop a review panel to select exhibitions
  - d. View and Evaluate all exhibition submission pieces based upon criteria established
  - e. Notify all persons who submitted work to tell the status of selection
3. Plan, present, and evaluate exhibition of literary art work for a specific audience.
  - a. Organize responsibilities for each team member
  - b. Develop publicity plan
  - c. Generate lists of equipment, supplies, and resources
  - d. Develop a set of performance criteria
  - e. Practice rehearsal
  - f. Conduct exhibition
  - g. Evaluate performances/exhibition

### **Skills and Knowledge Goals**

This program provides students with a comprehensive experience in the arts, including art discovery, poetry writing, performing, organizing an exhibit and/or performance and quality identification related to exhibiting. Students also develop skills in public speaking, teamwork and brainstorming.

Designing Collaborations  
between  
Community-Based Organizations and Schools

Final Report

Literary and Arts Creation and Performance  
Cambridge-Isanti High School and Community Education

This is the final plan for a collaborative service-learning project between the local artistic community and a ninth grade English/Social Studies class poetry unit.

The artistic community's responsibility in this project is to participate in a "coffee house" atmosphere performing original or personal literary art. Students have written poetry in class. They have learned how to organize an exhibition/performance as a service-learning project. Our community doesn't have a venue for public, live, literary artistic expression/performances. It would be an asset to have such an establishment for performances, networking and public awareness.

Curricula Components in the report include:

Guides showing how the curriculum relates to the Profile of Learning. These are found in the "What students should know and do" sections in each of the three task areas;

Implementation Plan is found in the task description;

Assessment formats are found in the feedback checklists at the end of each task;

Teacher Notes are given after the task description for each task. No training/notes are included for the community artists because what it means to perform original/personal literary art is self-evident. A section of artist resources is included if a class would like to expand the community base and /or the repertoire/numbers in a performance.

This is a partial performance package addressing only the development of the exhibition. The standard is included in this report for referencing.

**3501.0443 LEARNING AREA THREE: LITERATURE AND THE ARTS**

**High School Content Standards**

**Students must complete two**

**Literary and Arts Creation and Performance**

*in an art form OTHER THAN creative writing*

**AND**

**Literature and Arts Analysis and Interpretation**

*in literature*

**They may complete either or both standards in additional art forms as electives.**

**The art forms include: visual arts, literary arts, media arts, dance, music, and theatre.**

**Literary and Arts Creation and Performance**

In dance, music, theater, visual arts, creative writing, or media arts, a student shall demonstrate understanding of the elements, techniques, and processes of the selected art form and how works of the art form are structured; and, in the art form, the student shall create or perform, or both, an original artistic presentation including a single complex work or multiple works that:

- A. demonstrates elements and skills of art form;
- B. demonstrates artistic decisions to communicate intent;
- C. demonstrates a sense of an artistic whole;
- D. demonstrates a consideration of audience; and
- E. uses multiple sources for critique and feedback.

**Literature and Arts Analysis and Interpretation**

A student shall demonstrate the ability to interpret and evaluate complex works of music, dance, theater, visual arts, literature, or media arts by:

- A. describing the elements and structure of the art form; the artistic intent; and the historical, cultural, and social background of the selected art works;
- B. applying specific critical criteria to interpret and analyze the selected art works;
- C. describing how particular effects are produced by the artist's use of the elements of the art form; and
- D. communicating an informed interpretation using the vocabulary of the art form.



PERFORMANCE PACKAGE TASK 1  
Presentation of a Literary Art exhibition

**Content Standard: Literary and Arts Creation and Performance**

X High School

**Topic: Literary Arts Exhibition**

X Partial

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***Specific Statement(s) from the Standard:***

**What students should know prior to project:**

1. Understand the elements, techniques and processes of literary art
2. Understand how literary works are structured for a variety of functions

**What students should do in this project:**

1. a. demonstrate elements and skills of art form  
b. demonstrate artistic decisions to communicate intent  
c. demonstrate a sense of an artistic whole  
d. demonstrate a consideration of audience

***Product:***

1. A written literary arts exhibition proposal generated by team with individual rough drafts
2. A written work plan and timeline generated by team

***Task Description:***

**Overview:** In this project, you will work as a programmer to plan, select works for, and present a literary arts exhibition for a specific audience. This performance package focuses on exhibiting literary images ( songs, poems, short stories, etc.) performed live. Each part of the project involves teamwork, but there are also tasks that you will do on your own and bring to the team for discussion.

In this task of the performance package, you are to create an exhibition proposal and work plan for a formal exhibition of the literary images.

**Steps of the Exhibition Plan:**

1. Your teacher will assign you to a work team or you may select a work team for this project. Your team may want to begin by reviewing Tasks 2 and 3 to make sure they are aware of the scope of this assessment package. All members of the team must be aware of the purpose of the team exhibition. The team might want to do some brain storming about the exhibition and her/his strengths and weaknesses for helping with the completion of the formal exhibition. Each individual student will keep a journal of observations and reflections throughout the process of planning and creating the exhibit. The teacher may give specific topics about which to write. It is important to write regularly in the journal so that your reflections are based on observation, not memory. The journal will document involvement in the project. It will be used to focus the evaluation/reflection of the project after the exhibit.



## Steps of the Exhibition Plan con't

2. After your team has done some brainstorming, each individual team member should prepare a rough draft of an Exhibition Proposal. The Exhibition Proposal lays out ideas and presents a vision for the exhibition. The instructor will give a planning guide for this task that includes 5 parts:
  - A. Theme and purpose for the exhibition
  - B. Types of work to be shown
  - C. Audience for the exhibition
  - D. Plan for locating work to consider for the exhibition
  - E. Length of exhibition
3. Your team needs to prepare an Exhibition Proposal. Review ideas proposed by each team member in their rough drafts. Work together to arrive at a consensus for the best Exhibition Proposal. Remember, problem solving is an integral part of the experience. Each team members rough draft of the Exhibition Proposal should be submitted to your instructor with the teams' final draft. Each member of the team needs to maintain a journal documenting the work done along with ideas and the progress for the exhibition.
4. Meet with the instructor to discuss the proposal as it develops and to receive final approval before proceeding to the next step.
5. Your team needs to develop a work plan and time line for completing the tasks necessary to prepare for and implement the exhibition. Your instructor will give you a handout with an example of the information that needs to be part of the plan. You are responsible for deciding on roles of team members and dates for completion. Make sure everyone has an equal share of the responsibility. Remember that when your team starts to turn the exhibition into reality, changes may be needed. Be flexible. Use technology to help you make this flexibility possible.
6. Your work plan needs to include concerns about finding a location for the exhibition and setting up the exhibition with the appropriate persons. Your team needs to:
  - Develop criteria for exhibition space based on the technical needs of performing literary arts the audience.
  - Research places to hold the exhibition. For a non-classroom exhibition, check with the teacher for places outside the school. You'll need to call to find out the availability of various spaces.
  - Set a date and time for the exhibition that works for the audience.
  - Prepare a tentative list of equipment that your team will need for the exhibition to see if it is available at the selected site or to reserve the equipment.

**Be sure to include this information with your work plan.**
7. Each team member should begin looking for work/performers as soon as the instructor approves the Exhibition Proposal. Start by letting students in your school know about the type of work you need. Use the Internet to contact student authors in other schools or professional authors, whichever is appropriate for your exhibition proposal. Your team can also search for work from other sources. Your instructor also has a list of resources.

## Teacher Notes for Task One

The Artistic Performance standard relates to the following FACS Media Arts standards:

1. Students experience presenting the media arts to a wider community.
2. Students use critical thinking skills in the study of media messages.

This interpretation package focuses on exhibiting literary images not writing the poetry.

Senior high students are likely to have various levels of knowledge and experience presenting literary arts. The instructor may need to provide additional learning opportunities to prepare some students for the project. This package assumes that the student has had some experience in each of the following areas:

- presented his/her own literary work in class for critique and answered questions about the work posed by peers and teachers
- assembled a portfolio of work for assessment and/or presentation
- attended an exhibition in school or community setting.

The project involves small working groups -- it includes team work as well as individual assignments. The instructor may choose to involve the entire class (divided into teams) or structure the project as an independent study for a small group or an individual. If the entire class is involved, each team can create:

- one in a series of exhibitions
- sections of a larger exhibition for the same or different audiences
- a stand-alone exhibition.

Learning is directly connected to the real life experience of literary arts exhibition programmers. The instructor may want to introduce each task with presentation/demonstration and discussion. If possible, arrange a presentation by a literary arts performer.

In addition to meeting the Artistic Performance Standard, the Literary Arts Exhibition project can also provide opportunities for mentorships and community service learning by using the arts as vehicle for presenting significant ideas or stimulating dialogue among segments of a community or audiences. For example, an exhibition/discussion to create community awareness of an issue, present a range of viewpoints, or develop an appreciation of teens proactive thinking or creativity. Knowledgeable community members could mentor teams.

The instructor will want to:

1. Adapt the exhibition project to fit the local school and community circumstances.
2. Create project perimeters that are challenging and realistic. For example, the instructor may select themes from which students may choose, or focus on students presenting their own work to a broader audience (i.e., the community or peers in a neighboring school, a cable audience, etc.).

Develop a handout for students that outlines the parameters of the exhibition proposal (see example included). Do not include too much detail. Students should be able to determine some of the elements of the art that are important to include in the exhibition proposal. The instructor should meet with the team at least once during the planning phase of the proposal and a second time to discuss the completed proposal. The team may be required to submit a revised proposal that incorporates the instructor's feedback. A list of possibilities for the exhibition plan include, a) purpose, b) types of literary art, c) audience, d) exhibition venue, and e) length are outlined below:

### A. The exhibition title/theme and purpose (options)

1. Explore a theme or topic. For example, identity what it means to be a young adult in America, teen life, family, resolving conflicts, a community issue.
2. Share the students' own work and points of view with a broader audience.  
Note: Tasks 1 and 2 should be modified to reflect this goal.
3. Present students' work along with work by other literary artists whose work has influenced the students' artistic development.

## Teacher Notes for Task One con't

### B. Types of work presented

Genre(s): The exhibition can focus on a particular genre (sonnet, limerick, blank verse, ballad, short story, novel, play, experimental work) or include a mix of genres.

Literary Artists:

1. Pieces by an individual student or by several students in the school
2. Work by established literary artists
3. Work by youth from other communities
4. Any combination of the above.

See the Documents section of this Performance Package for the Literary Arts Resource list which identifies sources for work that won't require excessive student or instructor time or research.

### C. Audience for the exhibition (Options)

1. Another high school class
2. Class or group of younger students (elementary, junior high)
3. Peers in a community setting or neighboring school
4. The general community

### D. Exhibition location or venue (Options)

1. School classroom or small auditorium
2. Community setting, such as a public library, arts center or museum, community or recreation center, church
3. Air the performance on your local cable television's public access channel

### E. Length of Exhibition

The exhibition plan must allow time for students to introduce, perform, and discuss (as appropriate) the works with an audience. As a general rule the exhibition should run between 45 minutes and 1 1/2 hours (with a break). The venue and age of the audience will affect the length of the exhibition. For example, create a shorter program for younger audiences or presentation during a classroom period. Inform students as to the maximum length of the exhibition.

## Locating work for Exhibition

Students will need assistance locating literary art work to consider for the exhibition. Help them contact students in your district and in other schools (via teachers, internet requests, etc.). Students can work through the high school media center to locate work from other libraries (local, regional, etc.). Also see sources for authors (in the Documents section of this Performance Package).

## Assessment/Evaluation

The first step of this task has each student preparing a rough draft of an Exhibition Proposal. All the rough drafts are submitted with the team's final draft of the Exhibition Proposal. This has a two-fold purpose. First, it creates a more equitable environment since each student has developed a sense of what they think the exhibition should be about. This allows greater participation of all the team members in the preparation of the final draft. Second, this provides the teacher with a way to evaluate each student on the Exhibition Proposal.

The exhibition activity involves team work, however, all students should keep a journal of their activities and reflections. The instructor may want to make specific journal assignments for evaluation. A checklist for the journal has been provided. This checklist can be used to evaluate the students' journals at the completion of each of the tasks in this assessment package. The teacher can evaluate the journals more frequently if she/he chooses to do so.

**An Example of a Literary Arts Exhibition Proposal Worksheet**  
Task One

Team members: (List names)

**A. Exhibition Title/Theme & Purpose**

1. **Title or Theme**  
(Some examples: Creative Visions, Celebrating Community, Families, Love, Understanding and Talking about Racism, Animation With An Attitude, Traditional Stories, The Impact of Media in People's Lives, Understanding Other's Points of View, Violence, Representation, etc.)
2. **Purpose**  
(Describe what you want to accomplish with the exhibition and for the target audience. What messages or points of view do you want the audience to experience or learn about? Why? What makes the exhibition important?)

**B. Types of work**

Describe the type of work you want to show in the exhibition. Think about:

1. **Genre/Style:**  
(The exhibition can focus on one genre or use a mix of genres to explore the theme.)
2. **Authors:**  
For example, work by:
  - youth: your work, work from your school, or from other schools or communities
  - established authors
  - a mixture of work by youth and established artists.

**C. Describe Your Target Audience**

1. **Describe the target audience.**  
(For example, elementary or junior high ages, peers, the broader community. What are the characteristics of your target audience?)
2. **Suggested Venues**  
(What places would be appropriate for reaching this audience? For example, public library, cable access program, classroom, community center, pre-school or classroom, etc.)

**D. A Plan for Locating Work to Consider for the Exhibition**

For example, here are some possibilities; depending on the focus of the exhibition you may want to:

- let students in your school know about the type of work you are looking for
- use the Internet to contact student authors in other schools and to search for work from other sources
- target schools and sources from the Literary Arts Authors/Performers list the instructor provides.

**E. Length of Exhibition**

The exhibition plan must allow time for students to introduce, perform and discuss the works with an audience in a location that allows for attendance of the audience selected.

## PERFORMANCE PACKAGE TASK 1

### LITERARY ARTS AND PERFORMERS RESOURCE LIST

The resource list is divided into two parts: 1) Work by Adults and 2) Work by Students  
The list was compiled through a list of contacts in the Minneapolis/St. Paul, MN., area. It is not a complete listing of resources or performing groups. The instructor will want to assure that any work shown meets the standards of the school community in content and language.

#### PART I: WORK BY ADULTS

PINES AND PRAIRIE: BRAHAM AREA COMMUNITY EDUCATION  
320-396-2677

#### THE LOFT

66 MALCOLM SE MPLS MN 612-379-8999  
SEND FLYER WITH INFORMATION AND THEY WILL DISSEMINATE IT

RESOURCES AND COUNSELING FOR THE ARTS 612-292 4381

SOCIETY OF CHILDREN'S BOOK WRITERS AND STORY TELLERS 612-739-0119

PLAYWRIGHT'S ROUNDTABLE @ THE PLAYWRIGHT CENTER 612-332-7481

CENTER FOR PERFORMING ARTS SOUTH MPLS 612-821-9202C

OLD ARIZONA STUDIOS (CHICAS IN THE MIX) 612-871-0050

HAMLIN WRITERS PROGRAM 612-641-2207

U OF MN IN PERFORMANCE STUDIES 612-625-5000

#### PART II: WORK BY STUDENTS

YOUTH PERFORMANCE COMPANY 612-623-9180

MACFAIL SCHOOL OF MUSIC 612-321-0100

MINNESOTA CENTER FOR ARTS EDUCATION  
Resource Programs, Learning Resource Center 1-800-657-3515  
612-591-4700

The instructor should provide students with guidelines for soliciting work and address issues of content and language to assure that the literary works meet the standards of their school and community. The instructor may want to preview works to assure that they meet school community standards.

**Example: Guidelines for Developing a Work Plan and Project Timeline  
Task One**

A simple Work Plan should be developed for your team. Here is an example. You may have another approach that you feel is better for your team. Make sure you include essential information in your planning. Your team may want to place the timeline in a word processor to help you expand it as needed and to include all detail.

Task and Detailed Description	Person(s)	Start Date	Completion Date
<ol style="list-style-type: none"> <li>1. Complete the Exhibition Proposal               <ul style="list-style-type: none"> <li>• <i>(As a team assign parts of the proposal to various team members to draft and bring to the group for discussion)</i></li> </ul> </li> <li>2. Locate work for exhibition               <ul style="list-style-type: none"> <li>• <i>Assign specific locations for each team member to look for work</i></li> <li>• <i>Develop format for requesting work</i></li> </ul> </li> <li>3. Schedule exhibition/research date/place:               <ul style="list-style-type: none"> <li>• <i>Identify Equipment needed</i></li> <li>• <i>Confirm date/place</i></li> <li>• <i>Reserve equipment for exhibition</i></li> </ul> </li> <li>4. Selection Criteria and Form:               <ul style="list-style-type: none"> <li>• <i>Plan for Creating Draft</i></li> <li>• <i>Plan to Reach Final Version</i></li> </ul> </li> <li>5. Selecting Work for the Exhibition               <ul style="list-style-type: none"> <li>• <i>Each team member reviews 2-3 works and completes criteria forms; note works and who is reviewing</i></li> <li>• <i>Team Review dates and times</i></li> </ul> </li> <li>6. Confirm Works and Exhibition Location               <ul style="list-style-type: none"> <li>• <i>Inform all participating artists that their work will be shown</i></li> <li>• <i>Confirm date and location of exhibit</i></li> <li>• <i>Revise equipment list if necessary based on selected works</i></li> </ul> </li> <li>7. Plan the exhibition (Complete in Task 3)               <ul style="list-style-type: none"> <li>• <i>List each team members role and responsibilities</i></li> <li>• <i>Include team practice dates and times</i></li> </ul> </li> <li>8. Present the exhibition</li> <li>9. Evaluate the exhibition</li> </ol>	All Team Members		

**FEEDBACK CHECKLIST FOR TASK 1**  
Presentation of a Literary Arts Exhibition

E=Excellent S=Satisfactory N=Needs Improvement

Student

Teacher

Exhibition Proposal

- |       |   |       |
|-------|---|-------|
| _____ | Defines the purpose of the exhibition clearly and meets the guidelines.                   | _____ |
| _____ | Provides a focus for the type and range of work to be exhibited.                          | _____ |
| _____ | Suggests a realistic scope for the project.   | _____ |
| _____ | Identifies an exhibition that is appropriate for the target audience.                     | _____ |
| _____ | Suggests a reasonable strategy for locating work for the exhibition.                      | _____ |
| _____ | Identifies a time structure for exhibition that is appropriate for work and for audience. | _____ |

Exhibition Work Plan/Timeline

- |       |  |       |
|-------|--|-------|
| _____ | Identifies and describes all the essential tasks for preparing for the exhibition. | _____ |
| _____ | Shows evidence of individual team member's role and responsibility for exhibition. | _____ |
| _____ | Suggests a realistic timeline for completing all preparations for the exhibition.  | _____ |
| _____ | Identifies location for exhibition that is appropriate for selected audience.      | _____ |

Journal Entries

- |       |  |       |
|-------|--|-------|
| _____ | Records accurate observations and reflections at regular intervals throughout the entire process.    | _____ |
| _____ | Stays focused on the theme and purpose of exhibition.  | _____ |
| _____ | Provides evidence that own role is being completed in a timely manner that corresponds to team plan. | _____ |
| _____ | Identifies problems clearly and provides realistic suggestions for improvement.                      | _____ |
| _____ | Identifies clearly ideas or plans to use in exhibition.  | _____ |

OVERALL EVALUATION

**ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK**

**On a separate paper, write your reflections on the performance**

PERFORMANCE PACKAGE TASK 2  
Presentation of a Literary Arts Exhibition

**Standard Code:** Literary and Arts Creation and Performance

High School Level

**Topic:** Literary Arts Exhibition

Partial

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***Specific Statement(s) from the Standard:***

**What students should know:**

1. Understand the elements, techniques and processes of an art form
2. Understand how art works are structured for a variety of functions

**What students should do:**

1. Perform or present works in dance, literary arts, music, theater, visual arts, or media arts:
  - a. demonstrate elements and skills of art form
  - b. demonstrate a sense of an artistic whole
  - c. demonstrate a consideration of audience
  - d. demonstrate a consideration of audience
  - e. use multiple sources for critique and feedback

***Product:***

1. Written selection criteria form generated by the team.
2. Written analysis of at least three works generated by each individual on team.
3. Written summaries of selected works generated by the team.

***Task Description:***

**Overview:** After developing an exhibition proposal and a work plan/timeline, you will need to develop criteria for selecting the work(s) to be shown and go about the task of selecting them. You will do some of the tasks on your own and others as a team.

**Steps To Complete This Task:**

1. Your team will need to develop a selection criteria for the work that will be exhibited. The criteria should be appropriate for the artists who would be seeking participation in your exhibition. Criteria sets a "standard for judgment or criticism." The exhibition selection criteria describes the qualities you are looking for in the work. Some work that you review won't meet many of the established criteria, other work will meet some criteria, and a few works will meet all or most of your exhibition criteria. Your team will need to do some brainstorming and have several discussions about what you feel is important for the exhibition you are planning. Be sure to document all your ideas and communicate the final result to all members of your team. Maintain your own notes for this task in your journal.
2. Your team needs to create a selection criteria form. It should evaluate three aspects of each work:
  - the quality of each piece
  - how well each piece fits the exhibition purpose (theme, audience)
  - recommendations.

Your teacher will distribute a sample form for your team to consider. The form needs to incorporate the selection criteria agreed on by the team during Step 1 of this task. This form will be given to people considering submitting a work for the exhibition. Each team member will also use this form to review works submitted for consideration as part of the exhibition. The form needs to be easy to read and complete.



## Task Two Description con't

3. When your selection criteria form is complete, be sure to distribute it to all potential artists who are submitting work. This needs to be an on-going process that is integrated with your process to seek works for your exhibit. It may be possible to make a general announcement initially about the kinds of works you are seeking, and establish a date for further information about the criteria for the work to be available. This date for the criteria being available would correspond to completion of the form.
4. When the deadline for submission of works has passed, members of your team will need to use the selection criteria form to evaluate each work to be considered for the exhibition by:
  - reviewing and completing a Selection Criteria Form for 2-3 works
  - presenting each piece to the team
  - documenting reactions to each piece in journal.
5. Your team will work together as a review panel to decide on the Literary Art pieces to include in the exhibition. These decisions will be based on the selection criteria and the length of the exhibition. The instructor will facilitate a practice session with the team to demonstrate the review process and may observe parts of your team's review process. The steps in the decision-making process are outlined below. The team:
  - views all the pieces members have gathered
  - discusses all the pieces in terms of the selection criteria
  - decides which pieces to exhibit and justifies decision using the selection criteria.

The team will need to discuss each piece and work together to decide the works to include in the exhibition. The team should base all decisions on the selection criteria and also considers the length of the exhibition when deciding on the number of works to include. The team may need to revise the original intention of the exhibition based on the work that is available and the selections made. Ask your teacher for assistance if necessary.

6. The team needs to describe all of the pieces selected for the exhibition including the length of each work. When this information is completed for each work selected, the team should then meet with the instructor to discuss the exhibition selections.
7. Once your teacher has approved the team's selections, the team will need to notify all people who submitted work to tell them the status of the work for the exhibition. Write letters to anyone who submitted work to thank them and inform them whether or not their work will be part of your exhibition. For those who had work selected, the team needs to confirm the date and time for the exhibition. Write a letter confirming the place, date and time of the exhibition to the person in charge of the space you are using.

## Teacher Notes for Task Two

Arrange a class practice session to test the criteria students have developed and to model the panel review process.

- A. The team presents the criteria to the class and teacher for discussion. Each class member gets a copy of the Selection Criteria Form.
- B. Perform a literary work in class. Each student uses the Selection Criteria Form to evaluate the work.
- C. Break into decision making panels. Each person gives his/her evaluation of the work and the group works together to decide if the piece should be in the exhibition. Groups justify their decision based on the selection criteria. (Depending on class size, the entire class may constitute a group).  
*instructions to the group:*
  - 1. Discuss the qualities of the work itself before talking about how well it fits the exhibition theme. The reason: a piece that everyone agrees is good, may not fit the exhibition's theme. Use the criteria in your discussion.
  - 2. If a group can't come to consensus, report on and justify the differing views. Circulate among the groups and offer help as needed.
- D. Groups report their decision and justification to the class.
- E. Conduct class discussion of the panel review decision making process. Seek recommendations for improving the criteria.

**Note:** The practice session can be divided into two or three class periods depending on the skill of the students.

The instructor should observe some of each team's review process to provide feedback and assist students with decision making as needed.

The team may need to revise the original intention of the exhibition based on the work that is available to it and the selections made.

The teacher should anticipate the possibility that some teams may need to revise their original exhibition proposal based on selections submitted. The teacher should guide teams in the revision process so that they do not need to start the process over.

The teacher should use the same journal checklist as that used in Task 1 to assess the student journals at the completion of this task.

PERFORMANCE PACKAGE TASK 2

EXAMPLE OF SELECTION CRITERIA FORM

TITLE OF EXHIBITION

Title of work

Author(s)

Age of Author(s)

Genre/Style:

Length of work

Year work was made

Description of work:

Themes in the work:

Criteria: *(list all the criteria for evaluating the work leaving space for comments)*

1. Overall quality of a piece

2. How well a piece fits with the exhibition's purpose.

Recommendations:

Should this work be in the exhibition? (circle one)

Yes

Maybe

No

Justify your opinion:

PERFORMANCE PACKAGE TASK 2

EXAMPLE OF FORMAT FOR DESCRIBING SELECTED WORK

Exhibition Title:

Team Members:

Title of Work:

Length of the Work:

Author (s):

Year work was made:

Genre:

Short description:

Biographical information on author: (optional at this point)

Explanation of how this piece contributes to the exhibition theme

Comments:

**FEEDBACK CHECKLIST FOR TASK 2**  
**Presentation of a Literary Arts Exhibition**

E=Excellent    S=Satisfactory    N=Needs Improvement

Student

Teacher

Selection Criteria

- |       |  |       |
|-------|--|-------|
| _____ | Identifies criteria that is consistent with the purpose and intent of the exhibition.            | _____ |
| _____ | Describes criteria clearly so others understand.   | _____ |
| _____ | Includes sufficient criteria to effectively evaluate overall quality of work.                    | _____ |
| _____ | Includes sufficient criteria to evaluate effectively how well the work fits with the exhibition. | _____ |

Format of Form

- |       |  |       |
|-------|--|-------|
| _____ | Includes all the necessary information for evaluating work and reporting to other group members. | _____ |
| _____ | Presents the information clearly and in a logical order for applying it to evaluation process.   | _____ |

Individual Use of Selection Criteria Forms

- |       |  |       |
|-------|--|-------|
| _____ | Provides all relevant information about the work.  | _____ |
| _____ | Uses vocabulary and concepts appropriately   | _____ |
| _____ | Shows insight about the authors' purpose and presentation in inferences made about the work. | _____ |
| _____ | Uses appropriate selection criteria to justify opinions expressed about the work.            | _____ |
| _____ | Provides appropriate recommendations that can be used by team to make decisions.             | _____ |

Sharing Process for Critics of Works

- |       |  |       |
|-------|--|-------|
| _____ | Asks appropriate questions focused on selection criteria to clarify evaluation of each work. | _____ |
| _____ | Gives all submitted works fair consideration.  | _____ |

Feedback check list for Task Two con't

Completion of Selection Form

- |       |   |       |
|-------|---|-------|
| _____ | Documents team's comments using selection criteria to justify selections.                           | _____ |
| _____ | Shows how each selected work fits into the overall scheme of the exhibition.                        | _____ |
| _____ | Includes all the necessary information for reporting selected work.                                 | _____ |
| _____ | Presents the information clearly and in a logical order for use during preparations for exhibition. | _____ |

OVERALL EVALUATION \_\_\_\_\_

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*Reflections following Performance:*

**ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK**

PERFORMANCE PACKAGE TASK 3  
Presentation of a Literary Arts Exhibition

**Standard Code:** Literary and Arts Creation and Performance

High School Level

**Topic:** Literary Arts Exhibition

Partial

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*Specific Statement(s) from the Standard:*

What students should know:

1. Understand the elements, techniques and processes of an art form
2. Understand how art works are structured for a variety of functions

What students should do:

1. Perform or present works in dance, literary arts, music, theater, visual arts, or media arts:
  - a. demonstrate elements and skills of art form
  - b. communicate intent
  - c. demonstrate a sense of an artistic whole
  - d. demonstrate a consideration of audience
  - e. use multiple sources for critique and feedback

*Product:*

1. Written exhibition plan generated by the team with rough drafts generated by each team member
2. Written program notes generated by individuals on the team
3. Written set of performance criteria generated by the team
4. Written evaluation of the exhibition generated by each individual on the team

*Task Description:*

**Overview:** In this task you present and evaluate the actual Literary Arts Exhibition. This means deciding how the exhibition will unfold for the audience, preparing work for the exhibition, and presenting the works. You will also be expected to evaluate your team's exhibition.

**Steps for Completing This Task:**

1. Each team member needs to construct a rough draft of an Exhibition Production Plan. The plan should be based on the works selected by the team and approved by the instructor. It is important for each team member to develop her/his own view point on what the entire exhibit production should look like. The rough draft should be a written document that includes:
  - The order works will be shown in with a justification for that order.
  - Responsibilities of each team member for preparing the exhibit.
  - Responsibilities of each team member during the actual exhibition.

For example, making sure equipment is set up, welcoming the audience, running equipment and technical support, introducing a work, facilitating the discussion of a particular work, etc.).
  - A simple publicity plan to spread the word about the exhibition.
  - A list of equipment, supplies, and resources needed the day of the exhibition.
  - A time to rehearse the exhibition and make adjustments prior to the actual exhibition.

### Task Description for Task Three con't

2. The team needs to develop a comprehensive plan for preparing the exhibition production. This plan can integrate components of each of the rough drafts as well as include the brainstorming by team members. Different team members may have differing opinions about how to put the works together or who should be responsible for different parts of the preparation process. Make compromises and make sure all team members have an equal share of the responsibility. The final plan submitted to your teacher for approval needs to include all the components listed in Step 1.
3. Your team needs to write program notes about the exhibition and each work that will be shown. Assign each team member to write the notes for specific works. A form needs to be easy to read and include all the essential information about the work.
4. If appropriate, invite special guests to the exhibition. For example, local authors, community members with an interest in the topics explored in the exhibition, local reporters, etc.
5. Your team needs to make the final preparations for exhibiting the works. The following steps should be followed to complete this process:
  - Check each work for completeness adding titles and credits as needed
  - Fix technical problems (as much as possible)
  - Organize work in the order in which it is to be shown
  - Cue up each work for performance
  - Do a rehearsal or run-through to troubleshoot and fix problems.
6. The team needs to develop a set of performance criteria specific to your exhibition. You probably need to start by brainstorming ideas, discussing them, and formulating them into a final set of criteria that all members of your group will apply to the final evaluation process. The criteria should be divided into two categories: individual performance and overall team performance. Include criteria related to public speaking skills (clarity, enunciation, volume, intonation, eye contact, etc.).
7. The team needs to conduct the exhibition as close to the rehearsed format as possible.
8. After the exhibition, each team member will write a response to the evaluation criteria and offer personal reflections on the project. Compare the intended/practiced presentation to the actual performance. These responses will be submitted to your teacher along with your journal at the completion of this task. Class discussion will follow.



### Teacher Notes for Task Three

Keep the publicity plan for the exhibition simple. Be sure that it doesn't take time that should be spent on activities that are integrally related to the Standard. Perhaps another class could design posters, etc. for the exhibition as part of their curricular work. The Exhibition Team could provide basic information and background for the poster design group. Distribute publicity materials in the appropriate setting based on the audience (e.g., school newspaper, local paper, radio PSA, cable access announcement, posting in public places, on-line, or via mail).

Program notes explain the purpose of the exhibition, identify the curators, acknowledge assistance, and include the following information about each work. (List the pieces in the order in which they will be shown.)

1. Title, authors, date of work, , length of work.  
Note: students have compiled this material in Task 1.
2. Short description of the work, if appropriate.

See the example in the Document Section of this Performance Package. Teachers should add to this list to reflect the experiences of students and the situation for completing this task.

**Note:** Students have been asked to provide a rough draft of the Exhibition Plan that they developed prior to the group development of the plan. This should encourage the students to develop their own thinking about the exhibition so they can take a more active part in the team discussion and development. It also provides an opportunity for the instructor to see each individual's work related to the development of the Exhibition Plan. The rough drafts could be evaluated as individual products if students are informed in advance.

The instructor should meet with the team to provide feedback on the Exhibition Plan. In some cases the instructor may ask the team to submit a revised Plan before proceeding further. After the students have turned in their evaluations, the instructor should meet with the team for a debriefing.

To evaluate the exhibition, the teacher and the students should use the Performance Criteria developed by the team. Some criteria should be specific to individual participation and other criteria should reflect the overall presentation of the team. The criteria to assess the performance should include skills related to speaking such as "Uses vocabulary appropriate to audience." and "Speaks with a clear voice and appropriate volume for setting." "Provides appropriate background and introduction for work." Attention should be given to the connections between the Exhibition Proposal and the actual presentation such as "Carries the theme throughout the performance in a logical sequence." The students should include a self-evaluation of their own participation in the performance as well as an evaluation of the overall presentation.

## PERFORMANCE PACKAGE TASK 3

### Example of Exhibition Program Notes

Order of Showing:

Purpose of work in exhibition:

Title of work:

Appropriate illustrations for program:

Length of the work:

Authors:

Genre:

Year work was made:

Short description:

Authors' comments about work:

Biographical information on author:

**FEEDBACK CHECKLIST FOR TASK 3**  
Presentation of a Literary Arts Exhibition

E=Excellent    S=Satisfactory    N=Needs Improvement

Student

Teacher

Exhibition Production Plan

- |       |  |       |
|-------|--|-------|
| <hr/> | Includes all the necessary components of exhibition to conduct an effective performance.         | <hr/> |
| <hr/> | Shows attention to purpose and goals of exhibition outlined in exhibition proposal.              | <hr/> |
| <hr/> | Arranges flow of works to gain the most effect.  | <hr/> |
| <hr/> | Indicates appropriate and adequate time for rehearsing exhibition prior to scheduled exhibition. | <hr/> |
| <hr/> | Includes an appropriate plan for publicity of the exhibition.                                    | <hr/> |
| <hr/> | Includes a comprehensive list of equipment and other resources needed for exhibition.            | <hr/> |
| <hr/> | Indicates responsibilities of all team members clearly.  | <hr/> |

Program Notes

- |       |  |       |
|-------|--|-------|
| <hr/> | Completes elements of program notes with correct information gathered from selection form.       | <hr/> |
| <hr/> | Writes complete notes adequate for immediate use in exhibition.                                  | <hr/> |
| <hr/> | Provides evidence of understanding of the art form by using appropriate vocabulary and concepts. | <hr/> |

Feed back check list for Task Three

Student

Teacher

- |       |  |       |
|-------|--|-------|
| _____ | Proposes criteria that is appropriate for the art form and for the audience.     | _____ |
| _____ | Provides evidence that criteria attends to both the whole as well as its parts.  | _____ |
| _____ | Connects criteria to purpose of the exhibition.                                  | _____ |
| _____ | Provides justification for all the criteria included in evaluation.              | _____ |
| _____ | Includes both technical and artistic factors to be evaluated in the performance. | _____ |

Written Evaluation of Performance

- |       |   |       |
|-------|---|-------|
| _____ | Addresses both the artistic and technical aspects of the exhibition.      | _____ |
| _____ | Compares the team's intention to actual results of exhibition.            | _____ |
| _____ | Provides justification for conclusions made about the actual performance. | _____ |
| _____ | Presents evaluation in a clear and concise format.                        | _____ |

OVERALL EVALUATION \_\_\_\_\_

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*Reflection following Performance:*

**ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK**