Performing Spoken Word
Post Viewing Lesson + Completing "Exploring Spoken Word"
Lesson Plan

Grade Level: 3-6

Student Learning Objective(s): By the end of the lesson, students will be able to create and effectively perform a piece of Spoken Word Poetry.

Supplies/Resources Needed:
- Tablet, Desktop Computer, Laptop, Chromebook, or another Internet capable device able of recording video
- Internet access; Optimal Broadband
- Open space preferably free of obstacles and superfluous objects
- Appropriate lighting (recording requires the student to be *seen*)
- A printed copy of their sentence frames **OR** a digital copy open on their device as a script
- **Choose Flipgrid, Seesaw, Airpod, Google classroom [directly] or another educational platform that allows for close circuit video responses by participants.**
- The "Creating & Performing Spoken Word Poetry" Video

Optional Supplies/Resources:
- Stand alone bluetooth speaker
- "Spoken Work Track": https://youtu.be/g6eMMClmSrQ **OR** other instrumental track of the participants choosing
- Participants may choose to **develop a more substantial video through external editing processes.** Encourage students with more advanced media art skills to add a **background and incorporate objects**
- Participants may choose to incorporate costumes/attire

California Arts Standards Addressed:

3.TH:Pr6	4.TH:Pr6	5.TH:Pr6	6.TH:Re7

CCSS.ELA-LITERACY.W.3.1	CCSS.ELA-LITERACY.W.4.1	CCSS.ELA-LITERACY.W.5.1	CCSS.ELA-LITERACY.W.6.1
CCSS.ELA-LITERACY.SL.3.1.D	CCSS.ELA-LITERACY.SL.4.1.D	CCSS.ELA-LITERACY.SL.5.1.C	CCSS.ELA-LITERACY.SL.6.1.C

Step by Step Directions for Teacher are below (includes pre-lesson, during lesson, post lesson):

Pre-lesson Preparation (optional for teacher): :

1. Before the start of this lesson, the classroom teacher should elect a platform that will house the video resource and the participants' responses. **Recommendation: Flipgrid or Seesaw**, however Airpod is another option as well as using Google Classroom directly. The submission processes for Flipgrid and Seesaw are incredibly intuitive and simple. An added feature of Flipgrid is that you may choose to directly link Google Classroom to any Flipgrid space, which will automatically make it private.

2. **If you do not currently utilize these platforms**, we highly recommend exploring any and all of those mentioned: (1) **Flipgrid,** (2) **Seesaw**, (3) **Airpod, or** (4) **Google Classroom.** The first three are designed for the educator in that the platforms have differentiated and varying features with a range of sophistication.

3. Once a platform is chosen, you need to **create a new assignment/topic.**

4. **Upload** the "Creating & Performing Spoken Word Poetry" video resource to the assignment/topic.

5. In the body of the assignment/topic, cut and paste this guidance:

   a. "It is time to exercise our knowledge about Spoken Word Poetry by creating your own performance."

   b. "Use your *Spoken Word - Sentence Frames* as a script for your performance. If you have not yet completed this, take time to do so. **Remember:** *Your voice* is powerful and the words you *choose* to speak have deep meaning. It is important to exercise your unique perspective."

   c. "Check out the *Creating & Performing Spoken Word Poetry video* linked to this assignment/topic for a gentle reminder/tutorial."

   d. "There is no *right* or *wrong* way to express yourself. This is about being brave and having fun!"

6. Once the assignment/topic is created, **choose** when to make it accessible to participants. We recommend waiting until the day of the lesson to ensure students receive the appropriate amount of guidance and scaffolding before engaging this activity.

1. After the participants have completed the "Exploring Spoken Word" lesson, it is time to exercise performance skills. Participants **need to have completed** the "Spoken Word - Sentence Frames" document **before the commencement of this lesson.**

2. **Share** the objective of this lesson: "We are going to practice using our *voices* and sharing our unique perspectives through Spoken Work Performance."

3. **Invite** participants to have their "Spoken Word - Sentence Frames" handy and to re-read it to themselves.

4. While this is occuring, **Pair** participants. Small groups will also work. **Note:** sharing an artistic work with the intention of **performing** may feel very jarring for students. **Take care** in this step to ensure that participants feel at ease and comfortable with their partner(s).

5. **If using flipgrid/seesaw, guide** students through the log-in process. Once all participants are logged in to the platform, **guide** participants to the assignment/topic. **Mention** the title by name while clicking into the assignment/topic.

6. Play for the class: "[Creating & Performing Spoken Word Poetry"](#) video resource and **play** it for the entire class.

7. After playing the video resource, read the body of the assignment/topic to ensure aims/goals are clear.

8. Students will be constructing their performance and practicing in class with their partner(s) with the intention of eventually **recording** their performance directly onto the platform. **Note:** if you are using Google Classroom, students will have to record their performance on a device (cellular phone, tablet, etc) and then upload it onto Google Classroom as a direct response to the assignment.

9. **Facilitate** the crafting and practice of the Spoken Word Performance by utilizing parts and/or all of the Performance Composition Rubric provided on the following page.

Performance/Composition Rubric	
Criteria	**Rating**

1. **Structure - Plot**
    a. **Beginning, middle, end**
    b. **Entrance & Exit/End**	

2. **Content - Ingredients**
    a. **Body, Voice, & Imagination**
        i. **language**
    b. **Personal Story/Message**	

3. **Creativity - Presentation**
    a. **Music**
    b. **Costume**
    c. **Set-up of space**	

4. **Process - Personal**
    a. **Planning/Crafting/Building**
    b. **Revise/Edit/Add/Subtract**	

5. **Collaboration - Community**
    a. **Share**
    b. **Feedback**	

Ratings	
5	**FULLY developed/executed**
4	**MOSTLY developed/executed**
3	**PARTLY developed/executed**
2	**HARDLY developed/executed**
1	**NEVER developed/executed**

Post Lesson/Session:

1. Consider *asking* a particular student(s) if they feel comfortable sharing their performance in-class either by playing their submission from the elected platform and having it broadcast to the entire class **OR**, perhaps, performing their Spoken Word Poem live in-class.
2. **Encourage** students to **watch** and **leave comments (kudos/support)** to each other's recorded performances.