

KBaker
EDUC 6132
Module 3
Interdisciplinary Culminating Assessment

This interdisciplinary culminating assessment will feature content from literature, visual arts, music, dance, and geometry. Students in 9th grade will be using 21st century skills and collaborative learning skills at the conclusion of the study of Shakespeare's *Romeo and Juliet* to analyze the representation of the Capulet feast scene in three different films/mediums: Zeffirelli's 1968 time period film, *West Side Story*'s modern remake (1961), and Prokofiev's ballet. Students will learn how filmmakers stage scenes using geometric shapes to create visual interest and apply that knowledge to their analysis of the Shakespeare adaptations. Students will work in groups to create a presentation of their analysis of the scene and then choose another scene from Shakespeare's play to stage and film in a unique way. Students will conclude the assessment with a reflective writing task that explains why/how tasks were completed and self-evaluates the quality of the tasks as well as what was learned.

This interdisciplinary culminating assessment will focus on the following Common Core Standards:

CCSS.ELA-LITERACY.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

CCSS.MATH.CONTENT.HSG.MG.A.1

Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

CCSS.ELA-LITERACY.RST.9-10.1

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Resources:

- *Romeo & Juliet* by William Shakespeare, Act I scene 5
- EDpuzzle: The Geometry of a Scene
<https://edpuzzle.com/media/5558ef7f94e11c0d20fbb26d>
- *West Side Story* (1961) scene, Mambo: <https://youtu.be/kokbJvSEMUY>
- Zeffirelli's *Romeo & Juliet* (1968) scene, What is a Youth https://youtu.be/0nYG_wQMheg
- Prokofiev's *Romeo & Juliet*, scene "Dance of the Knights" <https://youtu.be/vGnuVerNLSA>
- Powerpoint or Google Slides
- WeVideo or other video editing program

Essential Questions:

- How can film be viewed as a text?
- How can geometry apply to film?
- How can a literature piece be transformed into music or visual arts?
- Why is literature represented in different artistic forms?
- How can artistic staging techniques be used to create a scene?

Enduring Understandings:

Students will understand ...

- that literature can be represented in different artistic mediums
- how artists can alter literature when adapting it to different artistic mediums
- that geometry can be applied to literature/film
- how to analyze a film
- how to create/film a scene with visual interest

Know	Do	Be
Students will know... <ul style="list-style-type: none">• that <i>Romeo & Juliet</i> is source material for <i>West Side Story</i>• film terminology and analysis• digital literacy• basic geometric shapes• 21st Century skills	Students will... <ul style="list-style-type: none">• analyze film as text• apply geometric shapes to literature• compare/contrast scenes from multiple versions• write a film analysis• use smartphones to create a staged scene that applies techniques learned	Students will be... <ul style="list-style-type: none">• critical thinkers• informed viewers• purposeful filmmakers• creative performers

Activities & Tasks: *Students will work in groups to...*

1. Watch and answer questions in the EDpuzzle video, "The Geometry of a Scene"
<https://edpuzzle.com/media/5558ef7f94e11c0d20fbb26d>
2. Watch the clips of *West Side Story* (1961) scene, Mambo: <https://youtu.be/kokbJvSEMUY>, Zeffirelli's *Romeo & Juliet* (1968) scene, What is a Youth https://youtu.be/0nYG_wQMheg, and Prokofiev's *Romeo & Juliet*, scene "Dance of the Knights"
<https://youtu.be/vGnuVerNLSA>.
3. Complete the chart analysis, comparing/contrasting the three adaptations of the scene.
4. Prepare a presentation of their analysis that includes screenshots from the scenes with geometric shapes overlaid on the images.
5. Write, stage, and film an adaptation of another scene from Shakespeare's *Romeo & Juliet* applying the techniques learned. Students will record using smartphones and edit footage using *WeVideo* (online, Chrome-based app).
6. Write a reflective response explaining the process, problems encountered, and rationale for how/why the group completed the tasks.

Assessments:

1. Formative: Accurate completion of EDpuzzle questions assessing understanding of geometric shapes in film.
2. Formative: Chart Analysis
3. Summative: Presentation of film analysis
4. Summative: Student produced adaptation of a scene from *Romeo & Juliet*
5. Summative: Student reflection and self-evaluation using provided rubrics

Name _____ Date _____ PD ____ Film Scene Chart Analysis

DIRECTIONS: Complete this chart to analyze the three adaptations of the scene.

Scene: _____

Adaptation	Differences from plot, setting, characters of original & Rationale for differences	Artistic elements: Colors, music, etc.	Types of shots used & explanation of why used	Geometric shapes used in staging scene

Rubrics for Summative Assessments: The following rubrics will be used to assess the quality of the tasks completed. The checklist rubrics are to be completed by the teacher as well as by the students as they complete their self evaluation.

Rubric for Film Analysis:

<i>Does/Is the Film Analysis...?</i>	Exemplary	Proficient	Attempted	Missed
1. Provide accurate information	_____	_____	_____	_____
2. Compare/Contrast to original text	_____	_____	_____	_____
3. Explains rationale for differences/sims.	_____	_____	_____	_____
4. Use film terminology/concepts	_____	_____	_____	_____
5. Discuss artistic elements	_____	_____	_____	_____
6. Explains geometry of scene	_____	_____	_____	_____
7. Displayed appropriately	_____	_____	_____	_____

Narrative Feedback/Comments:

Rubric for Adapted Scene:

<i>Does the adapted scene's video...?</i>	Exemplary	Proficient	Attempted	Missed
1. Adapt the original text	_____	_____	_____	_____
2. Stage the scene uniquely	_____	_____	_____	_____
3. Demonstrate film techniques	_____	_____	_____	_____
4. Have props	_____	_____	_____	_____
5. Have costumes	_____	_____	_____	_____
6. Use music/sounds	_____	_____	_____	_____

Narrative Feedback/Comments:

General Task Assessment:

Mark a check in the appropriate column for each item listed.

<i>Does the task... ?</i>	Exemplary	Proficient	Attempted	Missed
1. Meet requirements	_____	_____	_____	_____
2. Provide sufficient information	_____	_____	_____	_____
3. Use appropriate terminology	_____	_____	_____	_____
4. Have sufficient details	_____	_____	_____	_____
5. Displayed appropriately	_____	_____	_____	_____
6. Demonstrate learning overall	_____	_____	_____	_____

Narrative Feedback/Comments:

General Performance Assessment:

Mark a check in the appropriate column for each item listed.

<i>How well did the group/person...?</i>	Exemplary	Proficient	Attempted	Missed
1. Present their ideas	_____	_____	_____	_____
2. Communicate accurate information	_____	_____	_____	_____
3. Demonstrate accurate understanding	_____	_____	_____	_____
4. Use details to demonstrate	_____	_____	_____	_____
5. Provide examples	_____	_____	_____	_____
6. Be creative	_____	_____	_____	_____

Narrative Feedback/Comments: