

Black Voices- Intersectionality Portfolio

3 components:

1. Music Through Intersectional Lens Presentation- individual, partners, or group of three
2. Written Album Review- individual
3. Response to album/song original poem- individual

Part I. Music Through Intersectional Lens Presentation- individual, partners, or group of three **Presentation Schedule:**

You will present in class on Monday, Dec. 12th, Tuesday, Dec.13th, or Wed. Dec. 14th

Presentation Requirements:

- 10 minutes in length (10 minutes maximum)
- Provide some context for the album: artist, inspiration/influences, date of recording/publication, record sales, etc.
- Play 3-5 audio clips (or clips from the corresponding music videos) from different songs on the album (about 30 seconds or so in length).
- Analyze the intersectionality and representation (or lack thereof) of social categories (race/class/gender/sexuality/age/geography/religion/etc) within the album based on the song clips that you played.
- Discuss the impact that your social identity has on your interpretation of the album. Does this album speak to you? Is it for you? Do you feel it represents you? Explain your relationship to the album (if you are presenting with other people, each person should speak specifically and for themselves).
- Each individual will share their original poem corresponding with the album/song.

Presentation Rubric:

You will be graded as a group for organization and clip analysis SO keep this in mind if/when you choose who to work with. You will be graded individually for listener connection and speaking skills.

Criteria	Exemplary A	Proficient B	Limited C	Unsatisfactory D
Organization (full group)	<p>The presentation is well organized and individual/group is well prepared on assigned date.</p> <p>The presentation includes 3-5 audio/video clips that work without mishap.</p>	<p>The presentation is organized and the individual/group is prepared on assigned date.</p> <p>The presentation includes 3-5 audio/video clips that mostly work.</p>	<p>The presentation is organized for the most part. The group seems a little scattered and unprepared.</p> <p>The presentation includes 3-5 audio/video clips but not all of them work.</p>	<p>The presentation is unorganized and the individual/group appears unprepared.</p> <p>The presentation includes three or less audio/video clips and/or the clips are not functional.</p>
Analysis of clips (full group)	<p>The individual/group critically analyzes the intersection(s) of multiple social categories in the all of the clips.</p> <p>The group thoughtfully incorporates critical response protocol (notice, feel, remind, question, speculate) in their examination of intersectionality in the work.</p> <p>The individual/group speculates (make inferences) about the artist's message(s) regarding intersectionality and representation in the album.</p>	<p>The individual/group analyzes the intersection(s) of multiple social categories in almost all of the clips.</p> <p>The individual/group includes some pieces of critical response protocol (notice, feel, remind, question, speculate) in their examination of intersectionality in the work.</p> <p>The individual/group speculates (make inferences) about the artist's message(s) regarding intersectionality and representation in the album but the speculations could be deeper and/or more expansive.</p>	<p>The individual/group identifies (notices) moments when social categories are mentioned in the work.</p> <p>The individual/group identifies (notices) moments of intersectionality but analysis is somewhat superficial.</p>	<p>The individual/group barely identifies (notices) moments when social categories are mentioned in the work but analysis is superficial and incomplete.</p>
Discussion of listener(s)	Individual thoughtfully,	Individual clearly articulated the impact	Individual discussed the impact of their	Individual barely discussed the impact of

identity and connection (individual)	<p>thoroughly, clearly, and courageously discussed the impact of their own intersectional identity on their interpretation of the album.</p> <p>Individual discussed their relationship to the album in terms of their social identity/context.</p> <p>Individual passionately performed their original poem responding the album/song.</p>	<p>of their own intersectional identity on their interpretation of the album.</p> <p>Individual discussed their relationship to the album in terms of their social identity/context.</p> <p>Individual performed their original poem responding the album/song.</p>	<p>own intersectional identity on their interpretation of the album</p> <p>OR</p> <p>Individual discussed their relationship to the album in terms of their social identity/context.</p> <p>However, not everything the individual mentioned was clear or thorough.</p> <p>Individual performed their original poem responding the album/song.</p>	<p>their own intersectional identity on their interpretation of the album.</p> <p>Individual barely discussed their relationship to the album in terms of their social identity/context.</p> <p>Individual did not perform their original poem responding the album/song.</p>
Speaking Skills (individual)	<p>Individual spoke in a clear and articulate manner.</p> <p>Individual possessed a strong presence and captured audience's attention with their enthusiasm for their topic and material.</p> <p>Individual stood in the front and center of the room.</p> <p>Poem was memorized and performed with expression.</p>	<p>Individual spoke in a clear and articulate manner.</p> <p>Individual captured audience's attention with their enthusiasm for their topic and material.</p> <p>Individual stood in the front and center of the room.</p> <p>Poet looked up from work and performed with expression.</p>	<p>Individual spoke clearly.</p> <p>Individual was generally enthusiastic about their topic.</p> <p>Individual stood in the front of the room.</p> <p>Poet mostly looked up from work and generally performed with expression.</p>	<p>Individual was somewhat difficult to understand due to lack of volume or articulation..</p> <p>Individual seemed unenthusiastic about topic.</p> <p>Individual didn't stand in the front of the room.</p> <p>Poet didn't look up from poem while performing.</p>

Part II. Written Album Review- individual

Due Date: Friday, Dec. 16th by midnight via google docs. Share with molly.vasich@mpls.k12.mn.us.

Written Album Review Requirements:

- Typed, must be 1-2 pages in length, at least 5 paragraphs.
- Album review has a catchy title.
- Written using an intersectional lens- writer discusses the representation of intersectionality of social categories in the album.
- Writer includes some context about the artist (personal/musical background/influences).
- Writer includes lyrics from at least three different songs to support points/claims.
- Writer reflects on the artist's stylistic choices and the musical elements (rhythm, instrumentation, production, etc) in terms of the album's overall mood/message.
- Writer articulates and supports a clear position on album in terms of its strengths/weaknesses.

Album Review Examples:

[Fusion: Beyonce's Lemonade](#)

[New York Times: Kendrick Lamar](#)

Written Album Review Rubric:

Criteria	Exemplary A	Proficient B	Limited C	Unsatisfactory D
Applies & references intersectional lens	Writing provides comprehensive insight & reflective thought about the album, artist, & representation of intersectionality/multiple social categories within the work.	Writing provides moderate insight and reflective thought about the album, artist, and representation of intersectionality/social categories within the work.	Writing provides minimal insight and reflective thought about the album, artist, and representation of intersectionality/social categories within the work.	Writing shows no evidence of insight or reflective thought about the album, artist, and /or representation of intersectionality/social categories within the work.
Provides context on artist	Writer provides relevant and thoughtful context about the artist (personal/musical background/influences) in order to strengthen their opinions.	Writer provides some relevant context about the artist (personal/musical background/influences) in order to strengthen their opinions.	Writer provides limited context about the artist (personal/musical background/influences) and/or the context does not strengthen their opinions.	Writer doesn't provide context about the artist (personal/musical background/influences) that strengthens their opinions.
Incorporates lyrics	Writer includes thought-provoking, well chosen lyrics from at least three different songs to support their claims.	Writer includes relevant lyrics from at least three different songs to support their claims.	Writer includes some lyrics to support their claims.	Writer doesn't include lyrics and/or describe why the lyrics are significant.
Reflects on artist's stylistic choices/music al elements	Writer critically reflects on the artist's stylistic choices and the musical elements (rhythm, instrumentation, production, etc) in terms of the album's overall mood/message.	Writer reflects on the artist's stylistic choices and the musical elements (rhythm, instrumentation, production, etc) in terms of the album's overall mood/message.	Writer identifies some of the artist's stylistic choices and the musical elements (rhythm, instrumentation, production, etc) but doesn't connect the choices to the album's overall mood/message.	Writer doesn't mention the artist's stylistic choices and the musical elements (rhythm, instrumentation, production, etc).

Articulates strengths & weaknesses of album	Writer clearly and thoughtfully articulates their position on the album in terms of its strengths & weaknesses.	Writer articulates their position on the album in terms of its strengths & weaknesses.	Writer's position on the album in terms of its strengths & weaknesses is general, needs more articulation.	Writer doesn't articulate their position on the album's strengths & weaknesses.
Voice	<p>Consistent voice is evident throughout.</p> <p>Writing reflects the author's unique personality through expressive and carefully selected word choices that bring the topic to life.</p>	<p>Voice is generally consistent.</p> <p>Writing reflects a bit of the author's personality through word choices that attempt to bring the topic to life.</p>	<p>The writer's voice is difficult to identify.</p> <p>Writing reflects almost no personality and little attempt is made to use effective word choices to bring the topic to life.</p>	<p>It is difficult to identify the author's voice.</p> <p>Writing doesn't reflect the author's personality and word choice does not bring the topic to life.</p>
Structure	<p>Writing has a clear beginning, middle, and end.</p> <p>Transitions are fluid between paragraphs and sentence structure is varied throughout the writing.</p>	<p>Writing has a beginning, middle, and end.</p> <p>Writers generally uses transitions between paragraphs, and sentences are sometimes varied.</p>	<p>Writing does not have a clear beginning, middle, and/or end.</p> <p>Writing contains distinct paragraphs but little transitions. Sentence variation is not considered.</p>	<p>Writing is missing one or more components.</p> <p>Writing does not contain distinct paragraphs or varied sentences.</p>
Mechanics & proofreading	Writing is free of grammatical, spelling or punctuation errors.	Written response is largely free of grammatical, spelling or punctuation errors.	Written response includes some grammatical, spelling or punctuation errors that distract the reader.	Written response contains numerous grammatical, spelling or punctuation errors.
Formatting	At least 5 paragraphs, 1-2 pages, 12 font, double spaced, no extra space between paragraphs, title.	Writer followed almost all the guidelines: at least 5 paragraphs, 1-2 pages, header, 12 font, double spaced, no extra space between paragraphs, title.	Writer followed some of the guidelines: at least 5 paragraphs, 1-2 pages, header, 12 font, double spaced, no extra space between paragraphs, title.	Writer did not follow the guidelines: at least 5 paragraphs, 1-2 pages, header, 12 font, double spaced, no extra space between paragraphs, title.

Part III. Response to Album/Song Original Poem- individual

Due Dates:

Friday, Dec. 2nd: Poem #1 by midnight via google docs. Share with molly.vasich@mpls.k12.mn.us.

Friday, Dec. 9th: Revised Poem #1 and Poem #2 by midnight via google docs. Share with molly.vasich@mpls.k12.mn.us.

Friday, Dec. 16th: Revised Poem #2 Share with molly.vasich@mpls.k12.mn.us.

Response To Album/Song/Artist Poem:

	A	B	C	D
Responds to song/album	<p>The subject of the poem is obvious.</p> <p>The relationship between speaker and the subject of the poem is deeply developed.</p> <p>It is clear why the poet chose to write about the subject.</p>	<p>The subject of the poem is fairly obvious.</p> <p>The relationship between speaker and the subject of the poem is developed and consistent.</p> <p>It is pretty clear why the poet chose to write about the subject.</p>	<p>The subject of the poem is difficult to pinpoint.</p> <p>The relationship between speaker and the subject of the poem isn't fully developed or cohesive.</p> <p>The poet's connection to the song/album is vague.</p>	<p>The subject of the poem is unclear.</p> <p>The relationship between speaker and the subject of the poem is unclear.</p> <p>It is unclear why the poet chose to write about the subject.</p>
Intersectional lens	<p>The poet demonstrates a highly developed understanding of intersectionality through the referencing/suggesting of social categories within the poem.</p> <p>Poet uses creative imagery and specific word choice to reflect an intersectional lens as it applies to the album/song and/or the poet/listener's identity.</p>	<p>The poet demonstrates an understanding of intersectionality through the referencing/suggesting of social categories within the poem.</p> <p>Poet uses imagery and specific word choice to reflect an intersectional lens as it applies to the album/song and/or the poet/listener's identity.</p>	<p>The poet demonstrates some understanding of intersectionality through the referencing/suggesting of social categories within the poem.</p> <p>Poet's use of imagery is limited. Their word choices rarely reflect an intersectional lens as it applies to the album/song and/or the poet/listener's identity.</p>	<p>The poet doesn't demonstrate understanding of intersectionality through the referencing/suggesting of social categories within the poem.</p> <p>Poet's use of imagery and word choice are limited and appear unintentional.</p>
Visual Rhythm	<p>Poet thoughtfully and creatively organizes the language on the page.</p> <p>Poem has a title that is unique and has a clear</p>	<p>Poet organizes the poem into stanzas. Stanzas reflect shifts and pauses.</p> <p>Poem has a title is</p>	<p>There is some evidence that the poet has organized the poem into stanzas.</p> <p>Title is somewhat</p>	<p>There is little to no evidence that poet has organized poem into stanzas, created a unique or clear title, nor has made intentional choices</p>

	<p>relationship with the content of the poem.</p> <p>Writer makes intentional choices regarding line breaks, punctuation, and capitalization.</p>	<p>unique.</p> <p>Writer mostly makes intentional choices regarding line breaks, punctuation, and capitalization.</p>	<p>unique and relative to the content of the poem.</p> <p>There is some evidence that the poet has made intentional choices regarding line breaks, punctuation, and capitalization.</p>	<p>regarding line breaks, punctuation, and capitalization.</p>
Sensory language & Word choice	<p>Poet intentionally integrates sensory language to appeal to reader's emotions.</p> <p>Poet's word choice is unique and emotive (expressive in terms of emotions) in order to convey originality and a specific tone.</p>	<p>Poet integrates sensory language to appeal to the reader's emotions.</p> <p>Poet's word choice is generally unique and emotive (expressive in terms of emotions) in order to convey originality and a specific tone.</p>	<p>Poet sometimes integrates sensory language.</p> <p>Poet's word choice is sometimes unique and emotive (expressive in terms of emotions) in order to convey a tone.</p>	<p>Poet rarely integrates sensory language.</p> <p>Poet's word choice is not original or emotive (expressive in terms of emotions) in order to convey a specific tone.</p>