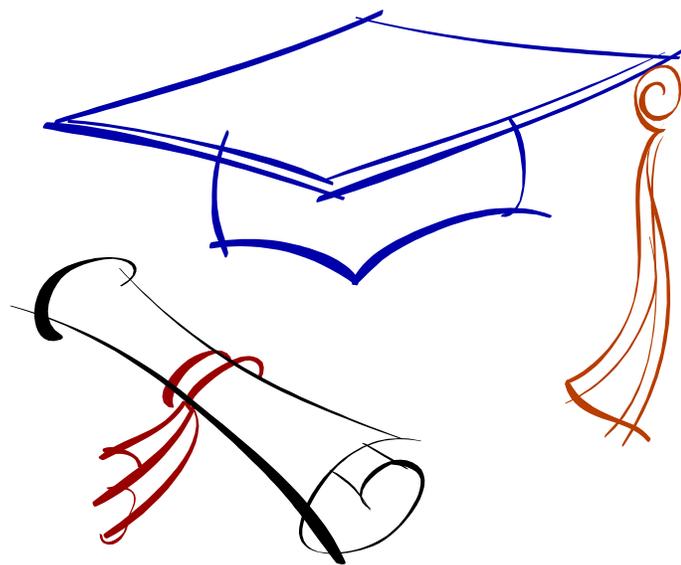


COLUMBIA BOROUGH SCHOOL DISTRICT GRADUATION PROJECT: The D. E. P.



**Columbia Borough School District
200 North Fifth Street
Columbia, PA 17512
Revised February, 2017**

THE D.E.P. (DEMONSTRATION/EXHIBITION/PERFORMANCE)

The D. E. P. (demonstration/exhibition/performance) project will provide students with an opportunity to create an original work of art, perform an original or pre-existing musical composition, demonstrate a skill or ability, or perform some other approved activity.

Student Name: _____

Mentor/Supervisor: _____

Project Title: _____

Demonstration/Exhibition/Performance Examples

- Art Exhibition of a minimum of 10 pieces mounted/displayed in a professional manner. The written paper should provide an explanation of each piece, its significance, including how and why the student created each piece. Students will be asked to make a short oral presentation about their work, explain the significance of each piece and highlight the new learning that took place during the process of creating the art work. During the oral presentation, students should provide an explanation of each piece of artwork, including how and why the student created each piece. Students will be asked to respond to questions about their work.
- Write and perform a four part vocal piece or an instrumental piece for a duet, trio, or quartet. Music should be performance ready, printed using a music writing program. Program notes should be provided. The performance should display advanced technique. – graded level 4 or 5. The written paper should provide an explanation of each piece, its significance, including how and why the student created each piece.
- Musical recital – This recital should include works from various time periods and/or composers and be at least 30 minutes in length. This is a formal concert and must include a printed program. The program will include titles, composers (with dates), translations of foreign texts, acknowledgements of all performers and program notes as appropriate. Performance should display advanced techniques – graded level 4 or 5. The written paper should provide an explanation of the significance of the pieces selected, including how and why the student selected the piece.
- Documentary of at least 30 minutes in length and contains historic research, narrative and interpretation. Choose a subject that you find interesting and one that is compelling and timely. Research the subject as thoroughly as possible. Think about how you want to structure your film. What do you want to start with? Prepare a blueprint for shooting by making a list of any people, locations, items, equipment you need to interview or secure. It is important to think about what “voice” you want in your film. If your film contains an interview session it is important that you experiment with different interview techniques before you start shooting. It can be difficult to find the right technique; at any rate it should always be developed in accordance with the people in the film. Find out whether the person is dependent on the interviewer's response or if s/he is a natural storyteller. Deciding what style of music (if any) you want in the film is important. Your choice of music plays an important part in the overall impression of the film. Music is an important factor when it comes to creating a 'mood' in the film, and the wrong choice of music can ruin the production. Think about whether the music should be supportive, controlling, or disturbing in relation to what is visually expressed.

A storyboard might be useful even though you are making a documentary. By making a storyboard (instead of improvising your way through) you get a high degree of control. This ensures that the project is realistic within the given time. By using a storyboard, you reduce the risk of lacking important shots.

- A collection of five original short stories not previously published or entered into competition. Each story must be 3-5 pages in length, typed, and presented in a professional manner. The written paper should explain the significance of each of the short stories and the reason why each was written. The student must complete a reading of at least one of the stories during the oral presentation and explain the meaning and significance of the story. A checklist for writing short stories can be found at <http://www.writersreliefblog.com/post/Short-Story-Checklist.aspx>
- A collection of 15 original poems containing at least 30 lines each. The collection must have a theme and the significance of each poem must be explained. The student must complete a reading of at least three of the poems during the oral presentation, and must explain the meaning of the poems presented during the presentation. In addition, the written paper must provide an explanation of each poem, style used, and the reason why you each poem was written.

Project Requirements:

1. **Students must complete a finalized time log as they works towards creating their project. The time log can be found at the back of this packet.**
2. **Students will need to complete a Narrative/Reflection Paper after completing their actual project.**

A. The Narrative/Reflection Paper

- i. Written paper of 3-5 pages in length that describes the demonstration/exhibition/performance and provides background or research information on the project. The paper should also address the following questions:
 - ❖ How was the project personally meaningful to you?
 - ❖ What knowledge and skills did you gain from this project and this process? (Discuss how you grew as a person as you worked on and created your project.)
 - ❖ If you were to do this project again, what would you do differently?
- ii. 12-point font, double-spaced, 8.5” x 11” with 1” margins according to MLA/APA guidelines
- iii. Grammar and conventions should be accurate.
- iv. Writing should conform to PSSA Writing Rubric. Please see the chart below.

Focus	Content	Organization	Style	Conventions
The single controlling point made with an awareness of task (mode) about a specific topic	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion	The choice, use, and arrangement of words and sentence structures that create tone and voice	Grammar, mechanics, spelling, usage and sentence formation

3. **Students will present their D.E.P. to a panel for their oral presentation. The grading criterion for the oral presentation appears below.**

ORAL PRESENTATION REQUIREMENTS FOR ALL PROJECTS

Requirements:

- Students will complete a 15-minute oral presentation to a panel of teachers and administrators.
- Students should be prepared to address any questions the panel may ask about the project.
- *The presentation of the completed project must take place before a Project Review Panel prior to the end of the first semester of the student's senior year.*
- **The presentation should cover three distinct areas: the process for developing/creating your project, explaining your project to the panel, and what you have learned from the experience.**

The presentation should:

- Begin with an introduction of yourself and your topic; why you chose the topic; and a preview of your presentation.
- Share your results.
- Explain what you learned about your topic.
- Explain whether your project was successful and how you determined it was a success.
- Explain the challenges you faced.
- Identify who helped you along the way and what role they played.
- Explain what you would do differently.
- Share what you learned about yourself.
- Share your conclusions and a statement that reminds the audience/panel of your work and your learning.
- Invite questions from the audience.

RUBRIC FOR ORAL PRESENTATION

STUDENT NAME: _____

COMMUNICATION SKILLS

0	1	2	3	4
Does not speak with appropriate volume, tone, and articulation.	Rarely speaks with appropriate volume, tone, and articulation.	Speaks with appropriate volume, tone, and articulation some of the time.	Speaks with appropriate volume, tone, and articulation most of the time.	Consistently speaks with appropriate volume, tone, and articulation
Does not maintain appropriate eye contact and posture.	Rarely maintains appropriate eye contact and posture.	Employs appropriate eye contact and posture some of the time.	Employs appropriate eye contact and posture most of the time.	Consistently employs appropriate eye contact and posture.
Does not employ appropriate nonverbal techniques.	Rarely employs appropriate nonverbal techniques some of the time.	Employs appropriate nonverbal techniques some of the time.	Employs appropriate nonverbal techniques most of the time.	Consistently employs appropriate nonverbal techniques
Does not exhibit poise, enthusiasm, and confidence.	Rarely exhibits poise, enthusiasm, and confidence.	Exhibits poise, enthusiasm, and confidence some of the time.	Exhibits poise, enthusiasm, and confidence most of the time.	Consistently exhibits poise, enthusiasm, and confidence.
Does not employ standard grammar.	Rarely employs standard grammar.	Employs standard grammar some of the time.	Employs standard grammar most of the time.	Consistently employs standard grammar.
Student's presentation is over in less than 5 minutes.	Student's presentation is over in 5-9:59 minutes.	Student's presentation is over in 10-14:59 minutes.	Student's presentation is over in 15-19:59 minutes.	Adheres to prescribed time guidelines of 20 minutes.
Wears inappropriate attire for a presentation.	Dress, grooming and demeanor is minimally appropriate.	Dress, grooming and demeanor is barely acceptable for the presentation.	Dress, grooming and demeanor is appropriate, but not professional.	Dress, grooming and demeanor promotes an air of professionalism.
No visual aids were used.	Uses visual aids that are sloppily made and are ineffective.	Uses visual aids but they do not enhance the presentation.	Uses effective visual aids.	Uses creative visual aids that enrich or reinforce presentation.

SELF-REFLECTION PORTION OF PRESENTATION

0	1	2	3	4
Fails to offer an evaluation of the project process or provides a minimal evaluation.	Offers minimal detail about the project process.	Offers little detail about the project process.	Offers some detail about the project process.	Offers an insightful evaluation of the project process.
Does not reflect on successes and challenges or provides a reflection that is limited in depth and insight.	Reflects on successes and challenges with minimal detail.	Reflects on successes and challenges with little detail.	Reflects on successes and challenges with some detail.	Reflects on successes and challenges with depth and insight.
Does not provide an insight into learning that occurred as a result of this project.	Provides minimal information on personal learning and growth.	Provides little information on personal learning and growth.	Provides some information on personal learning and growth.	Provides detailed information on personal learning and growth.

CONTENT AND COHERENCE OF PRESENTATION

0	1	2	3	4
Lacks an introduction and/or conclusion.	A beginning and ending are minimally evident.	A beginning and ending are somewhat evident.	A beginning and ending are clearly evident.	Uses an engaging beginning and a thoughtful ending.
Does not define, or insufficiently defines a main idea and does not adhere to its purpose.	States a main idea and minimally adheres to its purpose throughout the presentation.	States a main idea and somewhat adheres to its purpose throughout the presentation.	States a main idea and adheres to its purpose throughout the presentation.	Effectively defines a main idea and clearly adheres to its purpose throughout the presentation.
Lacks an organizational sequence or sequence is confusing to audience. No transitions are used.	Employs a sequence which the audience can barely follow. Transitions are minimally used.	Somewhat employs a sequence which the audience can follow. Transitions are somewhat used.	Employs a sequence which the audience can follow. Transitions are used.	Employs a logical and engaging sequence which the audience can follow. Transitions are effectively used.
Provides insufficient supporting details/evidence.	Barely demonstrates supporting details/evidence.	Demonstrates few supporting details/evidence.	Demonstrates supporting details/evidence.	Demonstrates exceptional use of supporting details/evidence.

EXTEMPORANEOUS RESPONSES TO QUESTIONS FOLLOWING PRESENTATION

0	1	2	3	4
Is unable to answer questions or provides inadequate answers to questions from the panelists.	Student responds to questions and/or comments from the panelists with minimal detail.	Student responds to questions and/or comments from the panelists with little detail.	Student responds to questions and/or comments from the panelists with some detail.	Confidently, politely, and knowledgeably responds to questions and/or comments from the panelists.

****Students must score at least a 52/64 which is over 80% in order to Pass their Senior Project.**

_____/64

Score

(Evaluator Name)

(Date)

