

# Slam Poetry Assignment

For this assignment you will be:

- creating a slam poem on a topic of your choosing
- editing your personal poem creation
- practicing your poem
- sharing your poem creation with your peers and teacher

Be sure to choose a topic/subject that you are very passionate about. The more you're invested in the topic, the easier it will be to write about it and share your opinion. First you must create a poem that is 3-5 minutes long.

Once you have written your poem, you are to complete a few rough read throughs to make sure that the message you intended to share is being communicated with your audience. During this editing process make sure you can identify what parts of the poem you are going to incorporate performance techniques that can strengthen your message.

## Successful Working Checklist

- Choose a topic/subject
- Begin drafting your poem → aiming for a 3-5 minute performance
- Complete some rough readings of your poem, out loud, to ensure it sounds as you wish and is communicating your intended message → you will likely have to do some editing at this point!
- Choose specific parts of the poem where stylistic elements will be included



Slam Poetry presentation – Peer Assessment



Poet:

Audience:

|                                 | Working towards (1)   | AT (2)   | ABOVE (3)  | BEYOND (4)   | Score ( /10) | Notes |
|---------------------------------|---|--|--|--|--------------|-------|
| Imagery (Poetic Language)       | Little or no vivid language, lack of emotion to the poetic story and no use of sensory images                       | Some vivid language, some emotion to the poetic story, limited use of sensory images                           | Vivid language, intense emotion to poetic story, some use of sensory images                            | Vivid language, intense emotion to poetic story, and use of strong sensory images                              |              |       |
| Performance Style               | Developing ability to memorise lines (need paper), may be a disconnect with dramatics and gestures                  | Ability to memorise some of the lines, use of some dramatics and gestures to bring performance and style alive | Ability to memorise lines fluidly, use of dramatics and gestures to bring performance and style alive  | Ability to memorise lines fluidly, use of intense dramatics and gestures to bring performance and style alive  |              |       |
| Speaking Skills (Oral Language) | Limited engagement of audience with eye contact, gestures or voice (tone/pace/volume) to show emotion or connection | Engages audience with some eye contact, gestures and voice (tone/pace/volume) to show emotion                  | Engages audience with eye contact, words, style, gestures and voice (tone/pace/volume) to show emotion | Engages audience with eye contact, words, style, gestures and voice (tone/pace/volume) to show intense emotion |              |       |