**Mr. Bucci ELA 7 Final Projects**

Listed below are the final project choices you have for this class. None of these are solo projects, in fact as you read the choices I think you will see these projects are designed for multiple person groups.

Here are the rules, which I reserve the right to change, modify, alter or delete as needed:

* The main members of your group must be current members of an on campus section of Mr. Bucci’s ELA 7 class. “Main members” mean the students earning the grades. Most of these projects will need to have volunteers (mom, dad, grandparents, aunts, uncles, siblings, etc.), but only a select few will have the ultimate responsibility to get it done.
* Each group must have a minimum of 3 and a maximum of 6 “main members” as described above. You will have five school days from today to pick a project and project team (“main members”). **FIVE SCHOOL DAYS FROM TODAY IS : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* As a class, we will touch on as many different specific or similar themed lessons related to these projects as possible over the course of the year.
* The projects are loosely-based guidelines in a sense. If your project team has some interesting way to tweak (not twerk), add or subtract to what is already laid out for you, great! Reach out to myself or Ms. Fabrizi and let’s see where that conversation takes us.
* Some help with supplies will be available. Creativity and Communication are the major keys here though… assume you will be working on a fairly tight budget in each of the project scenarios.

**Project 1**

Students will be tasked with creating a piece of Jackson Pollock inspired art. Before sharing their project, the group must submit a brief, one-page biographical report on the artist. Using that biographical information, the group must present the inspiration for their art in “character” as Jackson Pollock in a 1-2 minute speech. Groups must be prepared to field questions about their art from the class. Answering them in “character” as Pollock would be an extra credit opportunity. Groups should expect their audience to be their peers in class. Also, any art teacher that has a class during presentation time will be invited to bring their class down to see the final projects.

**Project 2**

Research a viable surface on school grounds, or in your community, to complete a group mural. Part of the group’s finished product will be a two-page summary on the substance of the meetings with officials (school or local) and why the group chose the spot they did for the mural. Finally the group will organize with school officials some kind of assembly of sorts to promote and/or reveal their completed mural. The expected audience for the unveiling would be the entire school, and whatever local officials and news media accept our invitations.

**Project 3**

Students will be tasked with creating a puppet show, but with Picasso inspired puppets, sets and props. Before sharing their project, the group must submit a brief, one-page summary on the genesis of the puppet show (origins, place in society, innovators). The final product will be a 2-3 minute puppet show performance. After the show, the group must have at least one spokesperson speaking in “character” as Picasso. While in “character”, the spokesperson must give a brief about the inspiration behind the puppets and the puppet show. The expected audience for this performance would be a class full of your peers, and whatever elementary classes are able to accept our invitation to attend the show.

**Project 4**

Groups will organize and carry out volunteer efforts at local animal shelters. Groups will be charged with researching and selecting a shelter. Further discussion and debate will be needed to make a volunteer plan that works for the shelter and the group. The end product of the assignment will be that each member of the group writes up a one-page reflection on the experience, that the group hands in documentation that a minimum of 30 hours have been volunteered over the course of 30 days, and that the group puts together a 2-3 minute presentation, with appropriate music, and with pictures documenting the volunteer experience.

**Project 5**

Groups will chose and execute either a song/video parody or a scene from a movie or television show to “remake”. All performances will have to be preapproved by me and Ms. Fabrizi. A budget and materials used spreadsheet will be handed in as part of the final product. Before the final performance, a line item documentation of the group’s budget and materials used will have to be submitted. The final performance itself should be a 3-5 minute show that fits into the guidelines and directions provided. Expect to field questions on your performance when done. The audience for the groups will be the entire school. Final performances will be done as part of a prearranged assembly that the whole school would be able to attend.

**Project 6**

Each student in the group will be tasked with doing a 1-2 minute stand-up comedy routine in front of the class. Material would have to be cleared by me and Ms. Fabrizi before a student performs. The audience for this portion of the project is the peers in your class. The final part of the project is your group organizing and executing an open mic comedy show for the entire school. Documentation must be made as to what role each student took in staging the open mic night (performing, stage crew, talent recruiter, etc.). The audience for this part of the project can be expected to be the entire school community, parents and families included.

**Project 7**

Each student in your group will create a logic puzzle, cleared by me and Ms. Fabrizi first. Students will be responsible for handing in the puzzle and the solution at the deadline. The audience for this task would be your peers in your class. After the puzzles are collected and looked over, I will give them to the class to try and solve. As an extra credit possibility, a group can create a class puzzle book, which we can discuss in more detail if you so choose. The audience for this task would be the entire school community, as well as parents and family.

**Project 8**

Students will create a vegan dish to share in school. Supplies and servings to make will be obvious discussion points. The audience for this part of the task would be the entire student body. Anyone in study hall will be invited in to sample the students’ creations. The group will be responsible for handing in a one-page summary/reflection on this process. Before sharing the samples of the recipe, groups will offer a short one-minute speech on the inspiration behind choosing the recipe that the group did. Extra credit will be available to groups who want to collect recipes and create a vegan recipe book. An independent study option is also open to those groups who want to pitch, and have their recipe critiqued by, a local vegan chef.

**Project 9**

Groups will perform a song (preapproved by me and Ms. Fabrizi) using the “instruments” they design/modify themselves. The audience for this piece is your peers in the class, but also the “celebrity” panel of judges that will help select a Gold and Silver medal winner in each class section. The winners from each class will then perform for the entire student body as part of a talent show assembly, whose purpose would be to crown an overall winner. Winners of the talent show will see their audience expand to local media, who will be invited to the talent show finals.

**Project 10**

Groups will create a simple structure that can be used for play by kids. Each class will sync up with an elementary school class. Groups will be responsible for communicating and discussing with the elementary teacher what kind of simple structure would best fit into their classroom. So the audience for the group’s end product is the teacher and students of the elementary class they are paired with. At the end of the assignment, the group will hand in a one-page reflection on the process. During the unveiling of the finished product each group will offer a brief speech about the inspiration for the design, and be prepared to answer questions. The audience for the project may expand if local media outlets accept my invitation to attend the unveiling day.