

Performance In ASL

EXPRESSIVE FINAL

This is your Expressive Final

Congratulations!

**You've almost finished
the YEAR with me.**

Semester Recap

Topic 1 - Idioms

Topic 2 - Love (Pick-up lines)

Topic 3 - Locations (states/cities)

**Topic 4 - Deaf Schools / Celebrities /
Audism**

Semester Recap

Topic 5 - Antonyms

Topic 6 - Time

Topic 7 - Home and Directions

Topic 8 - Medical Signs

This is your Expressive Final

**This performance is a short opportunity
to share something about you.**

Same Expressive Final

**Most of you took the expressive final
using music in January.**

We are doing the same thing for this final.

With a few changes.

Expressive Final

1. You can do a song
2. You can sign a poem
3. You can recite a famous speech
4. You can present on a Deaf artist and their work

(#4 create a brief powerpoint)

(#2, 3 create a title page)

Music In ASL

Here are some examples:

[Call Me Maybe](#)

[Imagine - Rosa Lee Timm](#)

[Let's Mambo](#)

[Rolling In The Dark - Amber Zion](#)

[What's Love Got To Do With It](#)

For those of you who are new:

**There will be many steps
to show you the way.**

You may think it's impossible.

Follow the steps.

You'll be surprised.

PERFORMANCE REQUIREMENTS

MUST be school appropriate!

No acts of violence

No use of derogatory words

No use of profanity

**No suggestions of inappropriate
conduct**

PERFORMANCE REQUIREMENTS

MUST have clear imagery!

**I will not approve a song
because it “sounds” beautiful.
It must have clear mental images
that can be translated into ASL.**

PERFORMANCE REQUIREMENTS

MUST have clear imagery!

If its the same word or line

**OVER AND OVER AND OVER AND OVER
OVER AND OVER AND OVER AND OVER**

Nope. Won't approve it.

PERFORMANCE REQUIREMENTS

**It can't be the same song
you performed in January.**

PERFORMANCE REQUIREMENTS

**It can't be the same performance
another student is doing in this class.**

PERFORMANCE REQUIREMENTS

This is an individual project

Expressive Final components

- 1. 2 Minutes (5 points)**
- 2. TYPED English & ASL gloss (5 points)**
- 3. Performance (90 points)**

total possible points = 100 points

Expressive Final components

- 1. Fingerspelling (15pts.)**
- 2. Pointing/Space (15pts.)**
- 3. Roleshifting (15pts.)**
- 4. Classifiers (15pts.)**
- 5. NMS (15pts.)**
- 6. Vocabulary (15pts.)**

total possible points = 90 points

Expressive Final components

**Think about those components
when selecting your performance.**

Hit all those notes.

BE STRATEGIC.

EXPRESSIVE FINAL RUBRIC: MAY 2015 (Each category worth 15 points)

	PROFICIENT 5 POINTS	ON TARGET 4 POINTS	DEVELOPING 3 POINTS	EMERGING 1 - 2 POINTS	NOT EVIDENT 0 POINTS
CLARITY <i>- Accuracy of fingerspelling</i>	All fingerspelled words correct.	1 fingerspelling errors.	2 - 3 fingerspelling errors.	4 fingerspelling errors.	All fingerspelled words with errors.
CLARITY <i>- Accuracy of vocabulary</i>	No vocabulary errors shown.	1-2 vocabulary errors shown.	3 - 4 vocabulary errors shown.	4 vocabulary errors shown.	All vocabulary signs with errors.
CLASSIFIERS <i>- Use of Semantic, Descriptive, Instrument, Body, Body Part CL</i>	More than 5 classifiers appropriately shown.	5 classifiers appropriately shown.	3 - 4 classifiers appropriately shown.	1 - 2 classifiers appropriately shown.	No classifiers appropriately shown.
NMS <i>- Use of Eye Gaze, Head/Mouth/Eye mvmt, negation</i>	More than 5 examples of NMS appropriately shown.	5 examples of NMS appropriately shown.	3 - 4 examples of NMS appropriately shown.	1 - 2 examples of NMS appropriately shown.	NMS use not shown during performance.
POINTING <i>- Use of Pointing (spatial referencing)</i>	More than 4 examples of pointing appropriately shown.	4 examples of pointing appropriately shown.	3 examples of pointing appropriately shown.	1 - 2 examples of pointing appropriately shown.	Pointing usage not shown during performance.
ROLE SHIFTING <i>- Use (rs) for 1) comparisons or 2) dialogue</i>	More than 3 examples of role-shifting appropriately shown.	3 examples of role-shifting appropriately shown.	2 examples of role-shifting appropriately shown.	1 example of role-shifting appropriately shown.	No examples of role shifting shown.

Project Calendar

(must follow to get daily credit)

- May 18th - Glossing**
- May 19th - Glossing - Nutter out**
- May 20th - 1/2 Day - begin practicing**
- May 21st - Practicing - Nutter out**
- May 22nd - Practicing**

Project Calendar

(must follow to get daily credit)

May 26th - Practice - Nutter out

May 27th - Final questions / rehearsal

May 28th - PRESENT FINAL

May 29th - PRESENT FINAL

Project Calendar: May 15

(must follow to get daily credit)

Today:

**Type in entire lyrics
into Google Doc file**

Start glossing. See me for ideas / signs.

I will not gloss for you.

MUST BE PRINTED

MUST BE DOUBLE SPACED

DUE BY TOMORROW MORNING

Song & Artist Name.

**Due by beginning of class tomorrow -
Typed Lyrics, double-spaced.**

Glossing tip:

Try to understand what the song means.

What is the meaning behind the words?

What is the mental picture?

**When you know the picture, that will help
your gloss.**

Glossing tip:

Use internet research.

[Genius.com](https://www.genius.com) is a good source.

Getting help

**One-on-one sessions will be short.
Not everyone will meet with me.**

**Students who are finished
and ready to perform
will become my TA's to help others.**

Getting help

This is your chance to shine.

**This is your chance to show
what you learned.**

The information is not new.

**It is the same thing we have done
all semester.**

COUNTDOWN (5/18)

5 FULL CLASSES

2 HALF CLASSES

GO.

Discussing Content

We will go around the class room.

You will announce:

- 1. Your Name**
- 2. Song Name**
- 3. Song Artist**
- 4. In less than 10 words,
what the performance is about.**

Category 1: Fingerspelling

Fingerspell with PERFECT ACCURACY:

- 1. Your Name**
- 2. Performance Name**
- 3. Performance Artist**

For the rest of class today...

Glossing.

GO.