



## P3- Personal Playlist Project

Selected presentation date:

### Step 1- Choose Songs

Choose 3 songs that reflect:

- a) **nostalgic/throwback**- Something from the past (something that happened, something you did/accomplished, somewhere you went, something related to your family when you were younger, a memory )



- b) **your identity**- Something that you are, something that you love to do, something that tells us about you



- c) **your pick-me-up song** (motivational/inspirational/pump up)- Something that would help you overcome obstacles, give you the power to tackle difficult situations or make you feel good about yourself



## Step 2- Sharing Songs

- a) Once you have decided on your songs, you can make a playlist in a lot of different ways: embedding a YouTube video in the slide, using iTunes or Spotify or any other digital music service. If you have the MP3's, you can use iMovie or other movie making formats to share the songs like the example we saw in class. There are even more ways than I know of.
- b) For the presentation, create a **playlist** of the chosen songs in order:
- nostalgic
  - identity
  - pick-me-up/motivational

For your presentation, please plan to share each song up until the chorus or queued to place you want the class to hear.

**Warning: This is school. No swearing and no extreme violence.**

**(There are clean versions of many of your favourite songs)**

**Step 3-** Write an explanation/reason for each song choice. Explain what it is about the song (lyrics, instruments, vocals, story that goes with it from when and where you heard it) that makes it important for you.

**Introduction-** What does music mean to you? \_\_\_\_\_

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Your **nostalgic song** (reminds you of the past)- \_\_\_\_\_

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Your **identity song** (who you are/your qualities and what makes you you)- \_\_\_\_\_

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Your **pick-me-up song** (motivates/empowers/inspires you up when you feel low)

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## P3 Rubric

Criteria	1	2	3	4
<b>Media Literacy</b>  Purpose and Conventions	- shows a <b>limited</b> connection between song choices and self	<b>-generally</b> describes how the song elements/conventions(vocals, lyrics, instruments) work to make it one of your playlist choices.	-describes in <b>detail</b> how the song elements/conventions (vocals, lyrics, instruments) work to make it one of your playlist choices.	-describes in <b>illustrative detail</b> how the song elements/conventions (vocals, lyrics, instruments) make it one of your playlist choices.
<b>Writing</b>  Explanations/ Justifications	- reasons for choices requires significant development	- reasons for choices requires some development	- describes reasons for choices clearly	- describes reasons for choices clearly and with vivid detail
<b>Oral Communication-</b>  Clarity and Coherence  Vocal Skills and Strategies  Non-Verbal Cues	- P3 requires much more rehearsal  - shows limited vocal skills in terms of tone, pace, pitch and volume  -non-verbal cues detract from presentation	- P3 is communicated with some clarity and coherence  - shows some vocal skills in terms of tone, pace, pitch and volume  -some facial expressions, gestures and eye contact are used	-P3 is mostly communicated with clarity and coherence  - shows vocal skills including tone, pace, pitch and volume  -facial expressions, gestures and eye contact enhance the quality of your presentation	- P3 is well-communicated  - shows a range of refined vocal skills including tone, pace, pitch and volume  -facial expressions, gestures and eye contact enhance the quality of your presentation, adding both style and verve

Visual Aids	Your presentation reflects limited text, images and/or sound to support your P3 presentation	Your presentation reflects some text, images and/or sound to support your P3 presentation	Your presentation reflects thoughtful multimedia (text, images and sound) to support your P3 presentation	Your presentation reflects thoughtful multimedia (text, images and sound) to enhance your P3 presentation
<b>Learning Skills</b>				
Organization	Outline is followed in a limited way and much more preparation is needed in order to present	Outline is mostly followed and you are mostly prepared to present on your selected date	Outline is followed and you are mostly-prepared to present on your selected date	Outline is followed completely and you are thoroughly-prepared to present on your selected date
Initiative	Is encouraged to take opportunity for learning and to develop their creativity	Mostly takes opportunity for learning or shows some creativity	Takes opportunity for learning and shows some creativity	Enthusiastically takes opportunity for learning and shows creativity

Feedback and Next Steps:

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Statement of Ownership (SO) *Restate teacher feedback in your own words to clarify and “own” your next steps in learning*

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**Parent Signature:**