CREATIVE GROUP PARODY

Year 9 English

Learning intention: *Students can understand the features of a parody and use them to create a skit that parodies another work. Students can create a script and perform it. Students can work collaboratively with other class members. Students can evaluate the effectiveness of techniques used and identify their effect on the audience.*

YOUR TASK is to write and perform a skit which is a parody of something else. It can be a video, but doesn't have to be – you can create an animation or a radio play if you prefer.

<u>Steps:</u>

1. **Get into small groups – no more than 4 per group**
   You can work in pairs or alone if you like.
2. **Brainstorm and decide what your parody will be about**
   This can be the most difficult step! Decide what you want to mimic. Children's stories or films (e.g. Disney, fairytales) are ideal as most people are familiar with them and they often contain cliches or stereotypes. IMPORTANT NOTE: Your sketch must be suitable for the classroom which means no blood/gore, minimum violence, nothing inappropriate. Check your topic with me before you start.
3. **Plan your sketch and write the script**
   Divide the work of writing the script equally – don't let one person write it all. One way to do this might be to have each person write a different character's lines. Find a way to work collaboratively, e.g. share the document with members of your group. You must submit the script before you begin filming - <u>Minimum word count: 800 words</u>
4. **Practice & Perform**
   Plan who will perform each role. You should try and aim to have a roughly equal number of lines each. Practice as a group, running through it multiple times until it is fluent. Each group must either perform their skit to the class as a group OR play a recording of it to the class.
5. **Write paragraph explaining your choices and evaluating your presentation.**
   Explain what you have chosen to parody and which aspects particularly you imitated. Comment on any language devices or techniques you have used (e.g. puns/wordplay, exaggeration, caricatures). Comment on any editing effects or vocal/acting techniques you used and what effect you intended them to have. Evaluate the effectiveness of these techniques on the audience and your piece overall. <u>IMPORTANT: Each member of the group must hand in a separate paragraph – can't just hand in one for the whole group.</u>

MARKING RUBRIC

Performance Standards	A	B	C	D
Script - Correct script formatting - Recognisable imitation of the original - Uses parody features (exaggeration, humour, caricatures/stereotypes, twist) effectively - Parody is used to show the flaws in the original				
Performance - Voices and expression used effectively to narrate story, drive plot and develop characters - Sound effects used effectively to create interest and humour				
Teamwork - Group worked well together in class without time wasting - Writing and performing work divided equally between team members				
Evaluation Paragraph - Clearly identifies choices and reasons for them - Evaluates performance thoroughly, identifying strengths and weaknesses				