Music Video - Rhetorical Analysis Project

After some intense work as a class, now it's your turn to take your favorite song and break it down through rhetorical analysis - bringing to life what exists between the lines and within the music video.

**Your Purpose:** To analyze the song lyrics & video in conjunction with one another, and provide a deeper level of understanding for your audience by connecting/threading all of the working pieces together.

What you will need:

- A song of your choice, at least 3 minutes in length
- A copy of the lyrics so that you can work to break them down
- A copy of the video to work with on your computer (I'll get that for you)
- A device to record your analysis - this can be done using any smart phone, and if that's not an option, there is a voice recorder on your school laptop.
- Windows Media Maker - you will use this application on your computer to put your project all together.

Resources:

- Mrs. Stanford's AP webpage - it has many samples for you to reference and model
- [http://teachargument.com/](http://teachargument.com/)
- There are also many YouTube videos available to help you troubleshoot any issues with Windows Media Maker.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18 No School</td>
<td>1/19 Continue Studying Rhetorical Analysis - finish “Style”. Commercial analysis</td>
<td>1/20 - Nick Jonas “Jealous” &amp; Adele’s “Hello” Have your song selected before class on Thursday</td>
<td>1/21 Turn in songs to Mrs. Stanford Begin your analysis process with your lyrics</td>
<td>1/22 Continue work on analyses Download and distribute videos Set up Windows Media Maker with video</td>
</tr>
</tbody>
</table>

**Buzz Words:**

- Ethos
- Logos
- Pathos
- Rhetorical Purpose
- Argument
- Imagery
- Figurative Language - simile, metaphor, alliteration, personification...etc.
- Allusions
- Juxtaposition
- Characterization
- Point of View
- Irony
- Symbolism
- Theme
- Paradox
- Mood
- Style
- Tone
- Diction
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (8-9)</th>
<th>Good (6-7)</th>
<th>Adequate (4-5)</th>
<th>Insufficient (1-2-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro &amp; Thesis</td>
<td>Presents a clear, well developed, and complex intro and thesis within the video.</td>
<td>Presents a clear and well developed intro &amp; thesis.</td>
<td>Presents a simple intro &amp; thesis with little development.</td>
<td>Intro &amp; thesis are confused, underdeveloped or lacking all together.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Demonstrates superior knowledge of the subject matter.</td>
<td>Demonstrates good knowledge of the subject matter.</td>
<td>Demonstrates adequate knowledge of the subject matter.</td>
<td>Demonstrates superficial or inadequate knowledge of the subject matter.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Provides an effective analysis that answers all aspects of the question; thoroughly addresses counter-arguments</td>
<td>Provides analysis but may not devote equal weight to all parts of the question; addresses counter-arguments</td>
<td>Analysis is present but superficial; fails to address counter-arguments; does not sufficiently address all parts of the question</td>
<td>Little or no analysis; describes rather than analyzes; only answers one part of the question</td>
</tr>
<tr>
<td>Organization &amp; Presentation of Information</td>
<td>Video has a logical flow, info is scaffolded very well as the work continues, and provides a professional presentation for the audience.</td>
<td>Video has a logical flow, is organized throughout, and provides a thoughtful presentation for the audience.</td>
<td>Video’s flow is not logical, organization needs further work - creator attempts a thoughtful presentation.</td>
<td>Video does not flow at all, very little if any organization - professionalism is absent from this project.</td>
</tr>
<tr>
<td>Verbal Expression</td>
<td>Speaking presents no obstacles to understanding; high degree of skill and complexity</td>
<td>Contains only minor errors that do not seriously detract from the project, the work is skillful.</td>
<td>Contains some errors that do not seriously detract from the project, the work is competent.</td>
<td>Contains major errors or numerous minor ones that detract from the project, the work is incoherent.</td>
</tr>
</tbody>
</table>