

***Oedipus Rex* Alternate Ending Project**

After reading the play, ask yourself, did it have to end this way for Oedipus? If this story were set today (imagine a young boy put up for adoptions by a mom who couldn't take care of him and him meeting that mom later in life), how would things change?

You are tasked with modernizing this play and explaining how it could be told today. You need to include the following:

- Your Oedipus must have a tragic flaw that will bring his/her downfall? What is it? (Honesty above all else? The desire for knowledge? The need to be perfect?)
- You must have at least 4 characters/replace 4 characters from the story (Oedipus, Creon, Jocasta and Tiresius)
- You must have a summary for each of the following:
 - Prologue
 - Scene 1
 - Scene 2
 - Scene 3
- I would estimate that your total summaries will be 2-4 pages typed.

Rubric:

Criterion A: Knowing and understanding

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">i. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminologyii. demonstrates limited understanding of the role of the art form in original or displaced contextsiii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
3-4	The student: <ul style="list-style-type: none">i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminologyii. demonstrates adequate understanding of the role of the art form in original or displaced contextsiii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
5-6	The student: <ul style="list-style-type: none">i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminologyii. demonstrates substantial understanding of the role of the art form in original or displaced contextsiii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.
7-8	The student: <ul style="list-style-type: none">i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminologyii. demonstrates excellent understanding of the role of the art form in original or displaced contextsiii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Criterion C: Thinking creatively

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherentii. demonstrates a limited range or depth of creative-thinking behavioursiii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization.
3-4	The student: <ul style="list-style-type: none">i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherentii. demonstrates an adequate range and depth of creative-thinking behavioursiii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.
5-6	The student: <ul style="list-style-type: none">i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherentii. demonstrates a substantial range and depth of creative-thinking behavioursiii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.
7-8	The student: <ul style="list-style-type: none">i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherentii. demonstrates an excellent range and depth of creative-thinking behavioursiii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.