

Characters:

“Daddy’s Money”

“Daddy’s Money Bestie (*The Yes Woman*)”

“The Hot Mess”

“The Geeker”

Three girls get assigned together for a group project. The fourth one forces the teacher to add her to the group. The opposites have to figure out how to work together to get the grade. Throughout the scene they get interviewed, revealing their true thoughts on one another.

START:

Scene 1.

Intro



Flambria -

- Age:18
- Banned from 12 out of the 50 states, including both the Dekodas
- Kayaks in her free time (all the time)



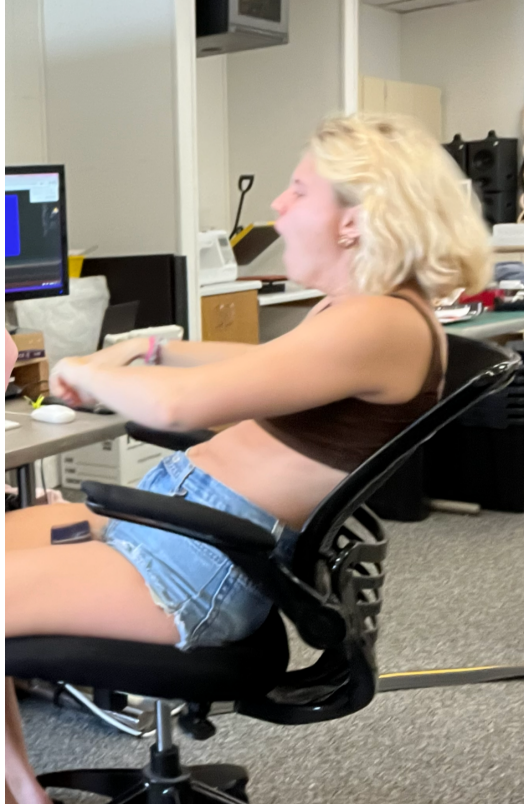
Kara

- Age: 17
- Backup dancer for katy perry
- Claims to have a private jet that no one has ever seen



Cage

- Age: 18
- "Best friends" with Kara



Baow

- Age: 18
- She's french but not in the good way
- You can literally smell her through the screen so be careful

INSPIRATION:

- The Office
- Barbie Life in the Dreamhouse
- Mean girls
- Scream Queens
- The Breakfast Club

Sarah: Daddy's Money (Kara)

Mahaut: Hot Mess (baow)

Paige: Yes Woman (Kaige)

Cambria: Geeker (Flambria)

Start:

Narrator: So whats really going on here

Boom

Kara: This documentary was a mistake

Boom

Boaw: *open mouth crying*

Boom

Flambria: Wait what's going on

Boom

Kaige: *keeps looking at Kara to see what to say*

Boom

Mr. Greco: Okay today I'm going to pair you guys into groups of 3

Boom

Shows Baow, Flambria, Kara sitting together then pans to paige begging on her knees

Baow: Kara can you do your work please?

Interview with Kara: I can't believe she just said that to me, the audacity

Cuts to Cambria not in class

Ends:

Kaige: I f****ing hate you *slaps Kara in the face*

Kara: *falls to the floor dramatically, zooms to face to see missing tooth*

Comedic Influences

Our first comedic influence was The Office. We really liked the filming style with the kind of shaky camera that follows the characters around. We also really enjoyed the wit and sarcasm that The Office has. Our second comedic influence was reality tv. We wanted to replicate the drama that unfold. We loved the absurd humor and the caricature all shows have. Overall this project was super fun to do. It was hard at first to come up with a cohesive idea but once we got it everything just fell into place

HUMOR RUBRIC

Please remember to fill in the "Create your own criteria" category in the final row of the rubric. This category is worth up to 4 points for satisfying a self-determined standard for your project. The overall point value for the project outcome is 20 points. Copy and paste this rubric to the end of your script, in FirstName_LastName-Humor Script. When you submit your recorded Humor Project, go back to this rubric and complete your usual self-evaluation (highlight the grid and add a grade or grade range at the bottom).

Sarah	Level 1	Level 2	Level 3	Level 4
--------------	---------	---------	---------	---------

Focus	Point of humor is unclear. Writing does not connect with the audience. Audience may laugh out of unintended awkwardness. Piece may feel more like an inside joke. <i>*Piece violates ground rules of the project. (This is usually only an issue if you go off of the pre-approved proposal / script)</i>	Point of humor is clear, but unoriginal or derivative. Some writing connects with the audience and elicits a few laughs, but the piece needs to employ more varied types of humor to appeal to more audience members.	Point of humor is clear and somewhat original. While some elements may feel obvious or cliché, most of the writing connects with the audience and elicits laughter. Writer uses an appropriate range of humor to engage much of the audience.	Humor is clear and undoubtedly original. Writer uses a very effective range of humor to engage the entire audience (or nearly), eliciting consistent laughter throughout the performance.
Style	Language is crude, reckless, or simply shows no clear preparation. Language doesn't establish comedic tone or pacing. Techniques are not labeled on the script, or they are largely mis-identified.	Language is somewhat inventive and works in parts to establish comedic tone and pacing. Techniques are labeled on the script, but they are either limited or inaccurately identified.	Obvious thought has been put into the use of diction (word choice) and syntax (sentence structure) to establish comedic tone and pacing. Techniques are labeled accurately on the script, but could be more varied.	Comedic tone and pacing established through the writer's sophisticated use of diction and syntax, as well as comedic techniques (see Comedy Toolbox). Techniques help the writer make a creative point about the topic and entertain the audience. Techniques are effectively varied, and all techniques are labeled accurately on the script.
Recording / Performance	Recording / Performance shows little – if any – planning or practice. No clear explanation of comedic influences or process.	Recording / Performance obviously needs more planning/practice, although some significant preparation was apparent. Explanation of comedic influences or process is limited. Overall recording obviously does not respect the maximum length range of 5-6 minutes.	Recording / Performance is fairly polished, showing some planning/practice, but some delays/pacing/misspoken lines, etc. created some minor disruptions or distractions. Explanation of comedic influences is clear but could be more insightful. Overall recording exceeds the 5-6 minute maximum length, or the time frame of the project or explanation was	Recording / Performance is polished, showing obvious planning/practice. Explanation of comedic influences and process is clear and insightful. Overall recording respects the 5-6 minute maximum length.

			noticeably shorter than appropriate.	
--	--	--	--------------------------------------	--

Create your own criteria: Reality TV	No one is paying attention	People are watching but they think it's predictable	People are interested but nothing too intense.	People are very interested and are begging for the show to come out.
---	----------------------------	---	--	--

Grade: 13 /16

HUMOR RUBRIC

Please remember to fill in the "Create your own criteria" category in the final row of the rubric. This category is worth up to 4 points for satisfying a self-determined standard for your project. The overall point value for the project outcome is 20 points. Copy and paste this rubric to the end of your script, in FirstName_LastName-Humor Script. When you submit your recorded Humor Project, go back to this rubric and complete your usual self-evaluation (highlight the grid and add a grade or grade range at the bottom).

Paige	Level 1	Level 2	Level 3	Level 4
Focus	Point of humor is unclear. Writing does not connect with the audience. Audience may laugh out of unintended awkwardness. Piece may feel more like an inside joke. <i>*Piece violates ground rules of the project. (This is usually only an issue if you go off of the pre-approved proposal / script)</i>	Point of humor is clear, but unoriginal or derivative. Some writing connects with the audience and elicits a few laughs, but the piece needs to employ more varied types of humor to appeal to more audience members.	Point of humor is clear and somewhat original. While some elements may feel obvious or cliché, most of the writing connects with the audience and elicits laughter. Writer uses an appropriate range of humor to engage much of the audience.	Humor is clear and undoubtedly original. Writer uses a very effective range of humor to engage the entire audience (or nearly), eliciting consistent laughter throughout the performance.

Style	Language is crude, reckless, or simply shows no clear preparation. Language doesn't establish comedic tone or pacing. Techniques are not labeled on the script, or they are largely mis-identified.	Language is somewhat inventive and works in parts to establish comedic tone and pacing. Techniques are labeled on the script, but they are either limited or inaccurately identified.	Obvious thought has been put into the use of diction (word choice) and syntax (sentence structure) to establish comedic tone and pacing. Techniques are labeled accurately on the script, but could be more varied.	Comedic tone and pacing established through the writer's sophisticated use of diction and syntax, as well as comedic techniques (see Comedy Toolbox). Techniques help the writer make a creative point about the topic and entertain the audience. Techniques are effectively varied, and all techniques are labeled accurately on the script.
Recording / Performance	Recording / Performance shows little – if any – planning or practice. No clear explanation of comedic influences or process.	Recording / Performance obviously needs more planning/practice, although some significant preparation was apparent. Explanation of comedic influences or process is limited. Overall recording obviously does not respect the maximum length range of 5-6 minutes.	Recording / Performance is fairly polished, showing some planning/practice, but some delays/pacing/misspoken lines, etc. created some minor disruptions or distractions. Explanation of comedic influences is clear but could be more insightful. Overall recording exceeds the 5-6 minute maximum length, or the time frame of the project or explanation was noticeably shorter than appropriate.	Recording / Performance is polished, showing obvious planning/practice. Explanation of comedic influences and process is clear and insightful. Overall recording respects the 5-6 minute maximum length.

Create your own criteria: Laughability	Dead silent	One giggle	Some people laugh	Everyone is dying
---	--------------------	-------------------	--------------------------	--------------------------

Grade: 12 /16

HUMOR RUBRIC

Please remember to fill in the “Create your own criteria” category in the final row of the rubric. This category is worth up to 4 points for satisfying a self-determined standard for your project. The overall point value for the project outcome is 20 points. Copy and paste this rubric to the end of your script, in *FirstName_LastName-Humor Script*. When you submit your recorded Humor Project, go back to this rubric and complete your usual self-evaluation (highlight the grid and add a grade or grade range at the bottom).

Mahaut	Level 1	Level 2	Level 3	Level 4
Focus	Point of humor is unclear. Writing does not connect with the audience. Audience may laugh out of unintended awkwardness. Piece may feel more like an inside joke. <i>*Piece violates ground rules of the project. (This is usually only an issue if you go off of the pre-approved proposal / script)</i>	Point of humor is clear, but unoriginal or derivative. Some writing connects with the audience and elicits a few laughs, but the piece needs to employ more varied types of humor to appeal to more audience members.	Point of humor is clear and somewhat original. While some elements may feel obvious or cliché, most of the writing connects with the audience and elicits laughter. Writer uses an appropriate range of humor to engage much of the audience.	Humor is clear and undoubtedly original. Writer uses a very effective range of humor to engage the entire audience (or nearly), eliciting consistent laughter throughout the performance.
Style	Language is crude, reckless, or simply shows no clear preparation. Language doesn't establish comedic tone or pacing. Techniques are not labeled on the script, or they are largely mis-identified.	Language is somewhat inventive and works in parts to establish comedic tone and pacing. Techniques are labeled on the script, but they are either limited or inaccurately identified.	Obvious thought has been put into the use of diction (word choice) and syntax (sentence structure) to establish comedic tone and pacing. Techniques are labeled accurately on the script, but could be more varied.	Comedic tone and pacing established through the writer's sophisticated use of diction and syntax, as well as comedic techniques (see Comedy Toolbox). Techniques help the writer make a creative point about the topic and entertain the audience. Techniques are effectively varied, and all techniques are labeled accurately on the script.

Recording / Performance	Recording / Performance shows little – if any – planning or practice. No clear explanation of comedic influences or process.	Recording / Performance obviously needs more planning/practice, although some significant preparation was apparent. Explanation of comedic influences or process is limited. Overall recording obviously does not respect the maximum length range of 5-6 minutes.	Recording / Performance is fairly polished, showing some planning/practice, but some delays/pacing/misspoken lines, etc. created some minor disruptions or distractions. Explanation of comedic influences is clear but could be more insightful. Overall recording exceeds the 5-6 minute maximum length, or the time frame of the project or explanation was noticeably shorter than appropriate.	Recording / Performance is polished, showing obvious planning/practice. Explanation of comedic influences and process is clear and insightful. Overall recording respects the 5-6 minute maximum length.
--------------------------------	--	--	---	--

Create your own criteria:				
----------------------------------	--	--	--	--

Grade: ____/16

HUMOR RUBRIC

Please remember to fill in the “Create your own criteria” category in the final row of the rubric. This category is worth up to 4 points for satisfying a self-determined standard for your project. The overall point value for the project outcome is 20 points. Copy and paste this rubric to the end of your script, in FirstName_LastName-Humor Script. When you submit your recorded Humor Project, go back to this rubric and complete your usual self-evaluation (highlight the grid and add a grade or grade range at the bottom).

Cambria	Level 1	Level 2	Level 3	Level 4
---------	---------	---------	---------	---------

Focus	Point of humor is unclear. Writing does not connect with the audience. Audience may laugh out of unintended awkwardness. Piece may feel more like an inside joke. <i>*Piece violates ground rules of the project. (This is usually only an issue if you go off of the pre-approved proposal / script)</i>	Point of humor is clear, but unoriginal or derivative. Some writing connects with the audience and elicits a few laughs, but the piece needs to employ more varied types of humor to appeal to more audience members.	Point of humor is clear and somewhat original. While some elements may feel obvious or cliché, most of the writing connects with the audience and elicits laughter. Writer uses an appropriate range of humor to engage much of the audience.	Humor is clear and undoubtedly original. Writer uses a very effective range of humor to engage the entire audience (or nearly), eliciting consistent laughter throughout the performance.
Style	Language is crude, reckless, or simply shows no clear preparation. Language doesn't establish comedic tone or pacing. Techniques are not labeled on the script, or they are largely mis-identified.	Language is somewhat inventive and works in parts to establish comedic tone and pacing. Techniques are labeled on the script, but they are either limited or inaccurately identified.	Obvious thought has been put into the use of diction (word choice) and syntax (sentence structure) to establish comedic tone and pacing. Techniques are labeled accurately on the script, but could be more varied.	Comedic tone and pacing established through the writer's sophisticated use of diction and syntax, as well as comedic techniques (see Comedy Toolbox). Techniques help the writer make a creative point about the topic and entertain the audience. Techniques are effectively varied, and all techniques are labeled accurately on the script.
Recording / Performance	Recording / Performance shows little – if any – planning or practice. No clear explanation of comedic influences or process.	Recording / Performance obviously needs more planning/practice, although some significant preparation was apparent. Explanation of comedic influences or process is limited. Overall recording obviously does not respect the maximum length range of 5-6 minutes.	Recording / Performance is fairly polished, showing some planning/practice, but some delays/pacing/misspoken lines, etc. created some minor disruptions or distractions. Explanation of comedic influences is clear but could be more insightful. Overall recording exceeds the 5-6 minute maximum length, or the time frame of the project or explanation was	Recording / Performance is polished, showing obvious planning/practice. Explanation of comedic influences and process is clear and insightful. Overall recording respects the 5-6 minute maximum length.

			noticeably shorter than appropriate.	
--	--	--	--------------------------------------	--

Create your own criteria:				
---------------------------	--	--	--	--

Grade: ____/16