

## FINAL PROJECT

Choose one of the works studied this year (*The Great Gatsby*, *The Sun Also Rises*, *The Stranger*, *Waiting for Godot*, *Crime and Punishment*, *Like Water for Chocolate*, or *As I Lay Dying*)

Choose one of the following projects through which you will present your analysis of the text you have selected:

### Choice One:

1. Identify what you have studied as the central theme of the literary work.
2. Create an original artwork (a painting, sculpture, drawing, or photograph [no film or music, please, as they present difficulties in displaying in class when we are under strict time constraints]) that reflects the same theme. You might consider the following elements to assist you in your presentation of theme:
  - Tone/ mood through color or tonal values
  - Composition
  - Symbols or imagery
  - Texture
  - Allusion or pastiche
  - ...or any other element of visual art
3. Be prepared to display your work to the class and, briefly and informally, to present your analysis of the text that is reflected in your original creation.

While this is not an art class, and you will not be graded on your artistic ability, it *is* assumed that those who choose this option are in some way artistic, and they *will* be graded on the attention to detail, impact of the work, and apparent effort/ time spent on their masterpiece.

There is no written component to this project, though it *is* recommended that you jot down some key points to prepare for your informal presentation.

### Choice Two:

1. Identify what you have studied as the central theme of the literary work.
2. Find a piece of visual artwork (painting, drawing, sculpture, or photograph [no film or music, please]) that reflects the same theme. Sorry, you may not use the work of friends, relations, or unknown, untested artists. **You must use the work of a well-known, classic, or famous artist whose work is displayed for public viewing.** This is **not** a dismissal of the work of unknown artists. There is a great deal of very good, quite significant unknown art out there. Rather, this limitation is meant to ensure that, a) you work with a piece of art that is more likely to be complex enough for analysis, and you should not have to worry about performing this kind of assessment when you have a deadline to consider, and b) the piece is readily available for viewing and easy to find by any of your classmates who are interested and who possesses a computer with internet access.

You might consider investigating the following elements to assist you in your analysis of the piece:

- Tone/ mood through color or tonal values
- Composition
- Symbols or imagery
- Texture
- Allusion
- ...or any other element of visual art

3. Be prepared to display the piece of artwork to the class and, briefly and informally, present your analysis of the text that is visible in it. You must give some thought to how you will make the piece of artwork visible to the class. As you will probably be using a photograph of the piece, it is best to display the photograph on a PowerPoint slide.

Remember: There is no written component to this project, though it is recommended that you jot down some key points to prepare for your informal presentation.

Because Option 2, unlike Option 1, does not involve the personal creative process, students choosing to analyze a preexisting work must be very careful to present a thoughtful, complete, and significant analysis of the work so that the effort and attention they put forth in the project is immediately apparent. Students who do not pay attention to this kind of detail will find it very difficult to earn an "A" on the assignment.

Easels, a covered display table, and special lighting will be provided for the use of artists displaying their work.

Presentations are to take *no longer* than 5 minutes. They will begin Monday, June 1. There will be 4-5 presenters per day, depending upon the size of the class. Presentations will conclude on final exam day if that time is needed. The names of the presenters for each of the 6-7 days will be announced ahead of time. The presenters on each of those days may, if they wish, work together to provide simple refreshments for their audience (and must, unfortunately, be responsible for cleanup at the end of class). This is by no means a requirement.

**Point Value: 50 points**

**See next page for grading rubric.**

Grading Component	Comments	Score
<p><b>1. Understanding of the text and its themes, including accurate use of any concepts or terms pertinent to the text.</b> The presenter demonstrates a strong grasp of the elements and significance of the literary work. Within their presentation, it is obvious that their understanding of the text is based upon the ideas presented and shared in class. The presenter avoids plot summary or character description, focusing instead on the theme (the author's message)</p>		(20 Points)
<p><b>2. Effort expended upon either the creation of an original artwork, or the research and study employed in finding and analyzing an existing work. The project has depth.</b> The presenter has avoided superficial connections between the artwork and the text ("<i>This painting depicts a mansion in Long Island such as those described in <u>The Great Gatsby</u>.</i>" Ugh.), preferring instead to address interpretive elements in the work (mood, tone, symbolism, imagery, etc.) that connect to the ideas presented in #1 above. The presenter has obviously spent time and effort in presenting a work that is beautiful, or haunting, or disturbing, or inspiring, etc., and they have expended brain power to present an analysis that is significant, interesting, and cogent. The presenter has demonstrated attention to detail.</p>		(20 points)
<p><b>3. Overall effect of the presentation.</b> The presenter is organized, motivated, prepared, inspired by their own work, and they have obviously taken this assignment seriously. They have taken pains to keep the audience interested, but they have also clearly enjoyed completing this task.</p>		(20 Points)