



Hamlet, Amanda



Twelfth Night, Justin



A Midsummer Night's Dream, Becca



Othello, Danielle

Have you prayed
tonight,
Desdemona?



Romeo and Juliet, Anna

For our second media project, we again looked at the list of approved projects on the syllabus and narrowed down our choices. Ashley suggested we do a physical piece of art, specifically a painting (each). However, we had to decide what kind of painting we wanted to do. Because the painting had to be a response to a literary work, we had to decide on a work that we had all read or studied. So, we sat and discussed a variety of pieces, but it would appear that all six of us had not read (and enjoyed) one piece. However, we had all read, and had a strong reaction to, at least one Shakespeare play. Luckily, Teresa agreed to allow us to respond to individual plays. Those of us who had strong preferences named them, and the rest of the group decided from the remaining works.

As a group we had a discussion about different literary works that interested us. Many of us mentioned Shakespearean plays, so we decided to each respond to a different Shakespearean play through art. In order to have similarities between the artistic representations Ashley bought everyone in the group a canvas of the same size and shape. We also discussed how we would represent tone, mood, and context through use of colours, shading, shapes, and lines. Another way we helped the literary art representations flow was through using portrait as opposed to landscape.

After we had decided on doing multiple plays, we each decided which we were interested in. After we had shared which play we wanted to work with there were, surprisingly, no duplicates, and we each went ahead and worked on our art individually. We would discuss how our work was going each day, and these check-ins helped keep us on track and gave us a place to bring up questions or concerns as a whole group.

For this project, we felt the guiding principles for assessment should consider the relevancy of the images we created to respond to our selected play, the variety of images/works presented by the group, our overall teamwork collaboration, and our time management. As the project involved a visual response, we wanted to communicate the shared sense of purpose and value in the use of image. We felt it was important that however we each responded to our play that it should be meaningful and help any viewer, but especially students, to understand the play. Another consideration for the visual response was that we needed to have some kind of assessment of our stylistic choices of image and media, and rather than rely on a subjective aesthetic response, we opted to focus on the variety of techniques used throughout the group project to communicate the plays in the images. The group-work nature of the project made our ability to cooperate, collaborate, organize, and manage our group time another set of important considerations, and we split this focus into collaboration and time management.

One of the greatest challenges with this project is the fact that some students might not feel comfortable expressing their ideas through physical artwork. This could be ameliorated by giving students examples of different styles of artwork they could employ that they might be more interested in or comfortable with than traditional painting or drawing. Various forms of digital media could be used, such as making comic strips, rotoscopes, stop-motion videos, and digital paintings done in programs like Photoshop. This project allows students to effectively synthesize the content of their text, or to select sections or scenes that they think are particularly powerful or important. The great thing about only having one canvas to work with that could be lost a little by adapting the project into different forms is the fact that the students would really have to think hard about what to include and what not to include in their painting. Further, this project allows students to think outside of the box that normally exists in English classrooms, and gives them a chance to express their ideas with something other than words.

| ASPECT | Poor 1 | Satisfactory 2 | Good 3 | Excellent 4 | TOTAL |
|--------------------------------|---|--|---|---|------------|
| Relevancy of Images | <input type="checkbox"/> Images do not connect to the works they are trying to represent <input type="checkbox"/> Images help students understand the material | <input type="checkbox"/> Images somewhat connect to the works they are trying to represent <input type="checkbox"/> Images somewhat help students understand the material | <input type="checkbox"/> Most images connect to the works they are trying to represent <input type="checkbox"/> Images help students understand the material | <input type="checkbox"/> Images connect to the works they are trying to represent <input type="checkbox"/> Images enhance the students' understand of the material | /4 |
| Variety of Images/works | <input type="checkbox"/> Group provides no variety of images <input type="checkbox"/> Group provides no variety of works | <input type="checkbox"/> Group provides no variety of images <input type="checkbox"/> Group provides no variety of works | <input type="checkbox"/> Group provides no variety of images <input type="checkbox"/> Group provides no variety of works | <input type="checkbox"/> Group provides no variety of images Group provides no variety of works | /4 |
| Collaboration | <input type="checkbox"/> Group members show no respect for others' ideas <input type="checkbox"/> One member does most of the work or the work is unevenly distributed | <input type="checkbox"/> Group members show some respect for others' ideas <input type="checkbox"/> Some attempt to include all group members | <input type="checkbox"/> Group members show much respect for others' ideas <input type="checkbox"/> All group members are generally involved | <input type="checkbox"/> Group members show high respect for others' ideas <input type="checkbox"/> Every member of the group is equally involved | /4 |
| Time Management | <input type="checkbox"/> Group does not use class time to work on the project <input type="checkbox"/> Group has little to no organization and | <input type="checkbox"/> Group used class time poorly <input type="checkbox"/> Some attempt to include all group members | <input type="checkbox"/> Group used class time well <input type="checkbox"/> All group members are generally involved | <input type="checkbox"/> Group used class time very efficiently <input type="checkbox"/> Every member of the group is equally involved | /4 |
| GRAND TOTAL | | | | | /16 |

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