Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Tangerine* by Edward Bloor

Perception vs. Reality Collage Project

One of the main themes in the novel *Tangerine* is perception versus reality. The novel encourages us to think about how we perceive the people and the world around us. Do we always see the truth, or do we see things only the way they are presented to us?

**Your Task:** Choose a topic and create a split-sided collage that on one side depicts common perceptions and on the other depicts the truths or realities about that topic.

You have three options for this project:

**Option one**: Create a *Tangerine* collage. The left half of this collage will depict the misconceptions shown in the novel while the right hand side will show the truth. You may include beliefs about characters and plot events together in the same collage.

**Option two**: Create a collage based on yourself. Half of this collage will show what others think of you or how others perceive you. The other half will show the truths about you; it will depict important parts of you that people don’t know about or don’t understand.

**Option three**: Create a collage that depicts the perceptions and realities of a community, social, or global issue. Half of the collage will show common thinking about your topic while the other half will show the truth. *\*If you choose this option, your collage topic must be approved by me before you begin.*

Instructions: Follow the order below and check off as you go.

**Part One: The Art Component**

\_\_\_\_\_\_\_\_ **Choose a topic/project option**. Don’t forget to get my approval for option number three.

\_\_\_\_\_\_\_\_ In your notebook, **brainstorm ideas**. What sort of images might you want to include in your collage? What are you trying to show or prove with these images? \*Symbolism is going to be very important when choosing images for this project!

\_\_\_\_\_\_\_\_ Begin to **flip through the magazines in class. Cut out images** that will work for your collage. Be creative and **incorporate symbols**. Keep your images organized in two piles: one for the perception side, and one for the reality side. Keep your image piles together using paper clips.

\_\_\_\_\_\_\_\_When you have a generous number of images clipped and compiled, get a large piece of construction paper. Lay out your images in a way that is visually appealing. Move them around and try different options to see what works best. **The “perception” images MUST be on the left-hand side of your collage and the “reality” images MUST be on the right. All projects must follow this format.**

\_\_\_\_\_\_\_\_When you have organized your images to your satisfaction, glue them down. Do not start gluing until you are 100% satisfied with the organization/layout of your piece.

\_\_\_\_\_\_\_\_ Let your collage dry on the windowsill.

**Part Two: The Written Component**

\_\_\_\_\_\_\_\_ Take a piece of paper and write about what inspired you to create this collage. What was your process or how did you make the piece come alive? What do you want people to know or to think about when they see your artwork?

\*This should not be an explanation of your artwork, but rather an explanation of your ideas and how you created your art. The collage should speak for itself; I should understand the art simply by looking at it.

\_\_\_\_\_\_\_\_ The above piece of writing is your rough draft. Read over it and add or delete as necessary. Make sure your ideas are clear. **You should have one paragraph**.

\_\_\_\_\_\_\_\_ Get a clean sheet of paper. In the upper left hand corner, write the heading I taught you earlier this year (your name, my name, English-pd.\_\_\_, the date).

\_\_\_\_\_\_\_\_Neatly rewrite your paragraph.

\_\_\_\_\_\_\_\_ Proofread your work one final time.

\_\_\_\_\_\_\_\_ Make sure your name and class period are on the back of your collage. Turn in both your collage and explanatory paragraph.

**Things to keep in mind:**

* All images must be school appropriate. If you are unsure about an image, you probably shouldn’t use it. When in doubt, ask me!
* If you are failing to find useful images in the magazines, you may print some from your computer at home and bring them in to class the next day. However, if you do not print any computer images, then you will have to rely on the magazines available in class.
* Your collage should be large, colorful, neat, and purposeful. Even though a collage looks like a random assortment of images, all images work together to produce one piece of art. All images in your collage should work together to tell your classmates and me a story or show us an idea (theme).
* Remember this project is an artistic one but also includes a writing component. Your writing should not be an afterthought. Write well, as you have done all year.
* Be creative, artistic, unique, and thought-provoking!
* Include a meaningful boarder to unify your collage if you wish.

**Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | 4-Excellent | 3-Good | 2-Fair | 1-lacking |
| **Theme**: The collage clearly depicts a meaningful theme or message. There is a purpose to the art.  | The collage depicts a clear and meaningful theme/message. The artwork is purposeful.  | The collage depicts a mostly clear and generally meaningful theme/message. The artwork seems to have purpose. | The collage is somewhat unclear in purpose and/or seems to be missing a theme/message.  | The artwork lacks purpose, theme, or message. It is unclear why the piece was created.  |
| **Visual appeal**: Artwork shows organization, cleanliness, and neatness. It is visually appealing. | The collage is organized, clean, neat, and pleasing to the eye. I can linger over the art piece.  | The collage is mostly organized, clean, neat, and pleasing to the eye. I would give the art piece a second look.  | The collage is somewhat disorganized and/or may be messy. I’d probably only look at the art piece one time.  | The collage lacks any sense of order. It may be messy and unclean. I could not spend much time looking at the art piece.  |
| **Following directions/use of class time:** Directions were followed and class time was used appropriately.  | All specific directions were followed. Class time was used appropriately to work on the project.  | Most specific directions were followed. The majority of class time was used appropriately to work on the project. | Some of the directions were followed. Some class time was used appropriately, but much time was spent unwisely.  | Too few directions were followed properly. Much class time was used inappropriately.  |
| **Explanatory Paragraph**: Paragraph is clear, fluent, and free of errors.  | All writing is clear, fluent, and error or nearly error free. | Most writing is clear and fluent. There are a few errors.  | Writing is somewhat clear and fluent. There are several errors.  | Writing lacks clarity and fluency. Writing is jumbled and contains many errors.  |