

[The Iliad IMAGERY Blog Post – SUPER DETAILED INSTRUCTIONS COMING AT YOU](#)

For this blog post assignment, you will be exercising the parts of your brain that **access** and **create** visual imagery. You are asked to take a blank piece of standard 8 ½ x 11-inch piece of unlined paper and make an image or series of images that reacts to *The Iliad*, and to produce a short piece of writing that illuminates and explains your work.

1. **Review the text in full and find a visual image or series of images that really grabs you.** Choosing the imagery is a creative act in itself and is a crucial part of your project.
 - a. Consider choosing a **single physical object** that plays a crucial role in the story. What does it reveal about the narrative and/or the characters?
 - b. Or maybe you'd like to focus on a **piece of poetic imagery** or description from the poem. How does it enhance the story and/or the emotions and characters?
 - c. Another idea is to pick a **theme** for your Image sheet, like *Animals Mentioned in the Narrative*, or *Magic Stuff*, or *The Eyes of the Female Characters* or *Arms and Armor* or *Transportation and Vehicles* or *So Many Birds* or *Landscape Elements*.
2. **Think about and plan** how to respond to this imagery with visual content of your own design.
 - a. Will you make a drawing? Will you seek to illustrate the image in a literal sense, or maybe respond to it in an abstract way?
 - b. Will your image sheet even contain what we think of as a “drawing,” or will it be something that resembles a diagram? Remember that charts, diagrams, graphs and other types of infographics are fair game for this. NOTE: Drafting/drawing/illustration ability has nothing to do with a student's successful completion of this assignment.
3. Make multiple versions and drafts of your image/images on different sheets of paper. Set aside real time for this, and **spend** real time on this. Work and re-work the image in successive drafts until you are really pleased with your Image Sheet.
4. Write a one-paragraph Artist's Statement that explains the connection between your image and the text. Again: take great care in revision and editing, both for content and for errors.
5. Scan or photograph your image sheet and save the file, usually a JPG, PDF, or PNG.
6. Upload your image sheet and your Artist's Statement into a blog post on the Iliad IMAGERY Blog, located in the Iliad folder on Bb Learn.

A Project Grade of **A (loud cheers)** will be awarded to students who fulfill ALL TEN of the following requirements. A Project Grade of **C- (blechh)** will be given to students who submit the post but achieve anything less than ALL TEN of the requirements. A Project Grade of **F (BOOOO!)** will be given to students who do not post at all.

GRADING CHECKLIST

The student:

- Has successfully uploaded the post on time, and it contains both the scanned-in Image Sheet and the Artist's Statement Paragraph.
- Gave the blog post an original title, not just "Art Blog Post" or the student's name.
- **Embedded a viewable** Image Sheet WITHIN the post, rather than **attaching** the image as a file that can't be seen.
- Created an Artist's Statement Paragraph that is a sharp, analytical, moderately formal piece of error-free writing that aptly explains the connections between the text and the Image Sheet.
- Understands that the Artist's Statement Paragraph is not part of the image sheet, and must not obscure the image or be super-imposed over the image in any way.
- Incorporates **COLOR** as a significant element in the Image Sheet.
- Has taken the photography/scanning process seriously, and has avoided uploading a dim, poorly-framed, badly cropped, or otherwise unattractive digital representation of the Image Sheet.
- Clearly spent an impressive, prodigious amount of **TIME** on this project.
- Uses the Image Sheet itself, not just the paragraph, to demonstrate a knowledge of the text that is **truly comprehensive and specific**, almost but not quite to the point of being obsessive.
- Is innocent of intellectually laziness and has proven this by avoiding the most obvious, typical, and shallow choices a student might make. There is a clear effort to push past the obvious into something that is deeper and a great deal more fun than the kind of student work that's easily predictable.