

STUDENT _____

TUTOR _____

ASSESSMENT CRITERIA FROM COURSE OUTLINE_

Evidence of thought and rigour in concept development.
 Imagination and innovation in terms of the use of the representational instruments introduced in studio.
 Precision and skill in the above areas of assessment.

In addition to these criteria you will be assessed on the level and extent to which you engage with the learning outcomes for the course and the PREMISE for each EXPERIMENT.

PREMISE FOR EXP3: Environments change over time. Action and interaction within an environment provide a vehicle to synthesize information and make sense of continually shifting structures.

ASSESSMENT CRITERIA_

SUBMISSION REQUIREMENTS_

- | | | |
|--------------------------|--------------------------|---|
| Y | N | |
| <input type="checkbox"/> | <input type="checkbox"/> | BLOG |
| <input type="checkbox"/> | <input type="checkbox"/> | MASHUP OF 3 NEWS ARTICLES |
| <input type="checkbox"/> | <input type="checkbox"/> | 18 SKETCH PERSPECTIVES |
| <input type="checkbox"/> | <input type="checkbox"/> | 36 CUSTOM TEXTURES |
| <input type="checkbox"/> | <input type="checkbox"/> | 1 X SKETCHUP MODEL THAT INCLUDES THE TWO ELEVATORS AND DINING TABLE |
| <input type="checkbox"/> | <input type="checkbox"/> | 4 REAL TIME IMAGE CAPTURES SHOWING 2 DRAFT CRYENGINE3 ENVIRONMENTS |
| <input type="checkbox"/> | <input type="checkbox"/> | 5 REAL TIME IMAGE CAPTURES OF THE DEVELOPED CRYENGINE3 ENVIRONMENT |
| <input type="checkbox"/> | <input type="checkbox"/> | 1 X FULLY DEVELOPED CRYENGINE3 ENVIRONMENT |

NOTE_ The assessment criteria from the course outline is also taken into account.. FIVE is better than FOUR – these numbers are indicative only.

THE MASHUP OF THREE NEWS ARTICLES_ Does the “MashUp” of the three news articles suggest a distinctive and significant approach to the idea of Power?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE 18 SKETCH PERSPECTIVES_ Do the 18 sketch perspectives communicate a distinctive and significant approach the student has taken with respect to pathways in 3 dimensions?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE 36 CUSTOM TEXTURES_ Do the 36 custom textures demonstrate enquiry and experimentation with respect to ideas of movement?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE ELEVATORS AND DINING TABLE_ Do the elevators and dining table demonstrate a distinctive, significant and formally evocative approach to the students understanding of Power?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE IMAGE CAPTURES AND ARCHITECTURE_ Do the image captures demonstrate that the student has thought about the relative size of each element, what their proportions are, their orientation, what paths they take, how texture and color map over their surfaces and how all of the above work together to establish the balance or otherwise of their scheme?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments							Grade
Please contact your tutor if you would like further comments on your scheme.							
HD	DN	CR	PS	FL	LF	AF	
85-100%	75-84%	65-74%	50-64%	35-49%	1-34%	No Submit	