

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 EXP1: We can understand Architecture as a series of relationships between surfaces, objects and spaces. The datum introduces an idea of measurement into these relationships so that we can begin to understand the balance or otherwise of a scheme.

ASSESSMENT CRITERIA_

SUBMISSION REQUIREMENTS_

- | | |
|--------------------------|--------------------------|
| Y | N |
| <input type="checkbox"/> | <input type="checkbox"/> |

- BLOG
- 3 PROJECT IMAGES WITH AN ADJECTIVE, VERB AND NOUN DESCRIBING EACH
- 18 SKETCH SECTIONS
- 36 CUSTOM TEXTURES
- 7 IMAGES SHOWING 2 DRAFT SKETCHUP MODELS AND 1 DEVELOPED SKETCHUP MODEL
- 3 ANIMATIONS FROM SKETCHUP

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

THE THREE WORDS_ Do the three words work together to suggest a distinctive and significant approach to engaging with each client's work?

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

THE 18 SKETCH SECTIONS_ Do the 18 sketch sections communicate a distinctive and significant approach the student has taken with respect to the clients work and their relationship to the datum?

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

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

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

THE STAIR_ Does the stair demonstrate a distinctive and significant approach to bringing the completed work into the showroom?

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

THE ARCHITECTURE_ Do the images and animations demonstrate that the student has thought about the relative size of each element, what their proportions are, their orientation, 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"/>				

HD	DN	CR	PS	FL	LF	AF	GRADE
85-100%	75-84%	65-74%	50-64%	35-49%	1-34%	No Submit	