

# ARCH7201\_RS:

# RESEARCH STUDIO

## EX\_4 - AN INVISIBLE ARCHITECTURE - [35% OF FINAL COURSE GRADE]

STUDENT \_\_\_\_\_

TUTOR Russell Lowe

### ASSESSMENT CRITERIA FROM COURSE OUTLINE\_

Evidence of thought and rigour in concept development. Coherence of argument and its representation in your ARCH7201 RS blogs.  
Imagination and innovation in terms of the use of the representational instruments introduced in studio. Precision and skill in each of the above areas of assessment

### ASSESSMENT CRITERIA SPECIFIC TO THIS EXPERIMENT

#### SUBMISSION REQUIREMENTS\_

- |                          |                          |   |
|--------------------------|--------------------------|---|
| Y                        | N                        |   |
| <input type="checkbox"/> | <input type="checkbox"/> | BLOG – RESEARCH ABSTRACT AND ANNOTATED BIBLIOGRAPHY                             |
| <input type="checkbox"/> | <input type="checkbox"/> | 90 SEC LONG FIXED CAMERA MACHINIMA REPRESENTING THE STUDENTS CIRCULATION SCHEMA |
| <input type="checkbox"/> | <input type="checkbox"/> | 1 X UT3 MAP   |
| <input type="checkbox"/> | <input type="checkbox"/> | ALL SOURCES OF CONTENT SHOULD BE PROPERLY REFERENCED                            |

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

**THE QUALITY OF LIGHT\_** does the quality of light communicate a distinctive and significant approach the student has taken with respect to the circulation of a health care facility?

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

**THE INTERACTIVITY\_** does the interactivity between circulation elements, between people and the circulation elements and between people communicate a distinctive and significant approach the student has taken with respect to the circulation of a health care facility?

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

**THE MATERIALITY\_** does the materiality communicate a distinctive and significant approach the student has taken with respect to the circulation of a health care facility?

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

**THE AURAL ENVIRONMENT\_** does the aural environment communicate a distinctive and significant approach the student has taken with respect to the circulation of a health care facility?

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

**THE CUSTOM ASSETS\_** do the custom assets communicate a distinctive and significant approach the student has taken with respect to the circulation of a health care facility?

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

**THE VIDEO CAPTURES, EDITING AND SOUNDTRACK\_** do the video captures, the way that they have been cut together and the soundtrack capture the logic, distinctiveness, significance and beauty of the circulation schema that the student is presenting?

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

| Comments      |              |              |              |              |             |                 | Grade     |
|---------------|--------------|--------------|--------------|--------------|-------------|-----------------|-----------|
|               |              |              |              |              |             |                 | <b>HD</b> |
|               |              |              |              |              |             |                 |           |
| HD<br>85-100% | DN<br>75-84% | CR<br>65-74% | PS<br>50-64% | FL<br>35-49% | LF<br>1-34% | AF<br>No Submit |           |

