

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 EXP2: Architecture may be designed by the amalgamation of discrete forms. Such Boolean operations promote an abstract understanding of the relationships required to make whole systems.

ASSESSMENT CRITERIA_

SUBMISSION REQUIREMENTS_

- | | | |
|--------------------------|--------------------------|---|
| Y | N | |
| <input type="checkbox"/> | <input type="checkbox"/> | BLOG |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 SHORT TEXTS DESCRIBING THE ARCHITECTURAL CONCEPTS |
| <input type="checkbox"/> | <input type="checkbox"/> | 18 SKETCH AXONOMETRICS |
| <input type="checkbox"/> | <input type="checkbox"/> | 36 CUSTOM TEXTURES |
| <input type="checkbox"/> | <input type="checkbox"/> | 5 REAL TIME IMAGE CAPTURES SHOWING A LUMION 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 TWO CONCEPTS_ Do the two concepts suggest a distinctive and significant approach to engaging with each architect?

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

THE 18 SKETCH AXONOMETRICS_ Do the 18 sketch axonometric's communicate a distinctive and significant approach the student has taken with respect to each hypothesis and their possible relationship to the space between?

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 light and shadow?

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

THE LANDFORM_ Does the landform demonstrate a distinctive and significant approach to bringing students of Architecture, Architectural Computing and Engineering together?

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, how texture, colour and shadow 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"/>

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