ARCH1101   ARCHITECTURE DESIGN STUDIO 1

EX_3   *– BRIDGE –*   [35% OF FINAL COURSE GRADE]

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	
☐	☐	BLOG
☐	☐	MASHUP OF 3 NEWS ARTICLES
☐	☐	18 SKETCH PERSPECTIVES
☐	☐	36 CUSTOM TEXTURES
☐	☐	1 X SKETCHUP MODEL THAT INCLUDES THE TWO MOVING ELEMENTS AND AN ARCHITECTURAL FOLLY
☐	☐	4 REAL TIME IMAGE CAPTURES SHOWING 2 DRAFT LUMION ENVIRONMENTS
☐	☐	5 REAL TIME IMAGE CAPTURES OF THE DEVELOPED LUMION ENVIRONMENT
☐	☐	1 X FULLY DEVELOPED 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 MASHUP OF THREE NEWS ARTICLES_ Does the MashUp of the three news articles suggest a distinctive and significant Theory

   1   2   3   4   5
   ☐   ☐   ☐   ☐   ☐

THE 18 SKETCH PERSPECTIVES_ Do the 18 sketch perspectives communicate a distinctive and significant approach the student has taken with respect to an architectural Folly?

   1   2   3   4   5
   ☐   ☐   ☐   ☐   ☐

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

   1   2   3   4   5
   ☐   ☐   ☐   ☐   ☐

THE MOVING ELEMENTS AND FOLLY_ Do the moving elements and Folly demonstrate a distinctive, significant and formally evocative approach to the students Theory?

   1   2   3   4   5
   ☐   ☐   ☐   ☐   ☐

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
   ☐   ☐   ☐   ☐   ☐

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