STEP ONE: WATCH the Intro to Minecraft on Youtube to get familiar with the layout and tools of the Minecraft creator mode.

STEP TWO: CHOOSE one of these subjects for your 3D Minecraft creation:

• Architecture Design: Residential / Business-House Exterior/Interior (Environmentally friendly)

• Furniture/Character/Object/Automotive Design: ex. Table & Chair Design (Futuristic/Present/Retro) Giant Pokemon figure in 3D, Car Design - Futuristic Electric Car

STEP THREE: ANSWER the attached RESEARCH Questions and then DRAW 3 conceptual designs of your chosen subject matter: For example: Architecture: Interior design, you will then try to create 3D in Minecraft creator. RESEARCH on-line possible source imagery to work with.

STEP FOUR: GET APPROVAL on your conceptual sketches and then EXPERIENCE in Minecraft creator to create your approved concept digitally.

STEP FIVE: SAVE a backup copy of your creation as you build it.

STEP SIX: REFLECT by completing the attached Artistic Statement Template and submit with your completed work.
1. What architectural movement/time period have you chosen to research?

2. What kind of structures are you focusing on researching?

3. Who designed your architectural structure and why?

4. What is the form and function of your architectural structure?
   - Form:
   - Function:
     - Residential
     - Business
     - Commercial
     - Religious
     - Sporting

5. What material(s) techniques, and processes were used to create it?

6. What is the historical, social, political, economic in which the structure was created?

7. How does the form and function of your architectural structure reflect your chosen architectural movement/time period?

8. What kind of mood/feeling do you get from your researched architectural structure and why?
1. What Furniture/Character/Object/Automotive movement/time period have you chosen to research?

2. What kind of Furniture/Character/Object/Automotive are you focusing on researching?

3. Who designed your Furniture/Character/Object/Automotive structure and why?

4. What is the form and function of your Furniture/Character/Object/Automotive structure?
   
   Form:

   Function:

5. What material(s) techniques, and processes were used to create it?

6. What is the historical, social, political, economic in which the Furniture/Character/Object/Automotive was created?

7. How does the form and function of your Furniture/Character/Object/Automotive structure reflect your chosen Furniture/Character/Object/Automotive movement/time period?

8. What kind of mood/feeling do you get from your researched Furniture/Character/Object/Automotive and why?
A) Influence(s) and research from past and present works:

B) Drawing techniques/Digital manipulation used in my work and how they support my intended visual message:

C) REFLECT
1. What part of your finished project did you find most successful and why?

2. What part of your finished project did you find least successful and why?

3. If you had to do this project, what part would you change or
<table>
<thead>
<tr>
<th>ACHIEVEMENT CRITERIA</th>
<th>LEVEL 0</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THINKING/INQUIRY</strong></td>
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<tr>
<td>Concept &amp; Meaning: Conceptual Design Theme</td>
<td>Incomplete. 0</td>
<td>Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student’s grade level. 0.25</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level. 0.25 – 0.50</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are on par with student’s grade level. 0.50 - 0.75</td>
<td>Concept is clear and strong. Meaning or ideas conveyed are above expectations for student’s grade level. 1</td>
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<tr>
<td><strong>Knowledge/Understanding</strong></td>
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<tr>
<td>Design Process: Develop and apply a variety of approaches to communicate ideas and solve problems</td>
<td>Incomplete. 0</td>
<td>Limited demonstration of understanding the design process. 1</td>
<td>Some demonstration of understanding the design process. 2</td>
<td>Considerable demonstration of understanding the design process. 3-4</td>
<td>Superior demonstration of understanding the design process. 5</td>
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<tr>
<td>Elements &amp; Principles of Design</td>
<td>Incomplete. 0</td>
<td>Limited demonstration of understanding the elements &amp; principles of design while composing works. 0.25-0.50</td>
<td>Limited demonstration of understanding the elements &amp; principles of design while composing works. 0.5-1</td>
<td>Some demonstration of understanding the elements &amp; principles of design while composing works. 1.0-1.75</td>
<td>Superior demonstration of understanding the elements &amp; principles of design while composing works. 2</td>
</tr>
<tr>
<td>Artistic Statement Sheet &amp; Reflective Questions</td>
<td>Incomplete. 0</td>
<td>Poor, yes/no answers/limited incomplete. 0.25-0.50</td>
<td>Somewhat coherent and somewhat complete. 0.5-1</td>
<td>Considerable demonstration of understanding the elements &amp; principles of design while composing works. 1.0-1.75</td>
<td>Superior demonstration of understanding the elements &amp; principles of design while composing works. 2</td>
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<tr>
<td><strong>APPLICATION/CREATION</strong></td>
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<tr>
<td>Demonstration of Design and Creation Processes and following procedures: 3 Conceptual Sketches/Digital Creation</td>
<td>Work does not meet assignment expectation s for this category of assessment. Incomplete. 0</td>
<td>Limited demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to chosen subject with limited effectiveness. 5</td>
<td>Some demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to chosen subject with moderate effectiveness. 6-6.5</td>
<td>Considerable demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to chosen subject with considerable effectiveness. 7-7.5</td>
<td>Superior demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to chosen subject with a high degree of effectiveness. 8-10</td>
</tr>
<tr>
<td><strong>Clarity of concept: Conceptual Design</strong></td>
<td>Work does not meet assignment expectation s for this category of assessment. Incomplete. 0</td>
<td>Work demonstrates a limited degree of clarity in concept. 0.25</td>
<td>Work demonstrates some degree of clarity in concept. 0.25 – 0.50</td>
<td>Work demonstrates considerable degree of clarity in concept. 0.50 - 0.75</td>
<td>Work demonstrates a high degree of clarity in concept. 1</td>
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A1. The Creative Process: apply the creative process to create media art works, individually and/or collaboratively; A1.2 develop plans, individually and/or collaboratively, that address a variety of creative challenges (e.g., reflect on and filter their ideas to select a feasible one as the basis for their plan; use storyboards, thumbnail sketches, production notes, scripts, choreographic notes, and/or blocking notes to help develop their plans), and assess and revise their plans on the basis of feedback and reflection A1.3 produce and refine media art works, using research, exploration, input, and reflection (e.g., research audio/visual codes and alternative media; explore new media tools, practise a range of techniques, and reflect on which tools and techniques would be appropriate for their art work; reflect on feedback from their teacher, peers, and others, and modify their preliminary work as appropriate on the basis of this feedback) A1.5 use an appropriate tracking tool (e.g., a sketchbook, a journal, storyboards, a checklist, production notes, a “making-of” video) to produce a detailed record of their application of the creative process, and use this record to determine, through reflection, how effectively they applied this process A2. The Principles of Media Arts: design and produce media art works, applying the principles of media arts and using various elements from contributing arts (dance, drama, music, visual arts); A2.4 analyse how media artists use the principle of point of view, and apply that principle in the design and production of media art works that explore elements from contributing arts A3. Using Technologies, Tools, and Techniques: apply traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences and purposes A3.1 explore a wide range of traditional and emerging technologies, tools, and techniques, and use them to produce effective media art works A3.2 create and present media art works that are appropriate for specific audiences and venues A3.3 communicate their purpose and artistic intention when creating and presenting media art works, using a variety of approaches, tools, technologies, and techniques B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by using it to monitor the creative process, and by
examining, interpreting, assessing, and reflecting on media art works;

B1.1 analyse, through examination and reflection, their initial response to media art works, using various strategies and modes of communication.

B1.2 use the critical analysis process, including the process of deconstruction, to interpret and assess media art works created by recognized artists, and record and organize their findings using a variety of tools and formats.

B1.3 analyse how each stage of the critical analysis process contributes to their comprehension of media art works, and communicate their findings.

B1.4 use the appropriate components of the critical analysis process to assess and enhance their own creative process, including their planning, production, and presentation decisions, and to interpret audience responses to their media art work.

B2. Identity and Values: demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values.

B2.1 identify and analyse ways in which media art works express the personal identities of artists.

B2.2 analyse the ability of media art works to express historical or contemporary cultural identities.

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other concepts relating to media arts.

C1.1 describe the stages of the creative and critical analysis process with reference to media art works, and explain and use correctly and appropriately a broad range of terms related to the conventions, concepts, principles, and elements of media arts when creating or analysing media art works.

C1.3 explain terminology associated with the technologies, tools, and techniques used in the production and presentation of media art works, and use this terminology correctly and appropriately when producing, presenting, and analysing media art works.

C2. Contexts and Influences: demonstrate an understanding of the sociocultural and historical contexts of media arts.

C2.3 describe, with reference to individual artists and their works, culturally specific methods used by contemporary media artists to engage their audiences.

C3. Responsible Practices: demonstrate an understanding of responsible practices associated with producing, presenting, and experiencing media art works.

C3.4 identify a range of positive character traits associated with media arts production, and exhibit these traits in both their independent work and their interactions with others.