You have been hired by an architectural firm to create a drawing and model sculpture of an architectural structure based on a particular architectural movement/time period.

**STEP ONE:** Choose one architectural movement/time period to choose from:

- Renaissance
- Baroque & Rococo
- Neoclassical
- Romantic
- Canadian
- First Nations
- Japan
- China
- India

**STEP TWO:** RESEARCH the different kinds of structures associated with your chosen architectural movement/time period. Answer the attached question sheet: Architecture Drawing: Research Questions.

**STEP THREE:** DRAW: In your sketchbook draw 2 different conceptual sketches of your structure – Floor plan & representational view. Print off source material to work from.

- Consider the elements and principles of design (Line, Form, Space, Shape, etc.) and perspective!
- Your work must show clear evidence of a researched source(s) for your chosen time period/movement.

Have your sketches approved by the teacher before starting to create your model sculpture out of cardboard and paper. **WRITE** your Artistic Statement Template to document your artistic process.

**STEP FOUR:** REFLECT: Answer the following questions using the elements and principles of design and hand them in with your completed model sculpture for evaluation.

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 improve on and why?
K/U: Architecture Model Sculpture: Research Questions

Name: ____________

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 first architectural structure and why?

4. What is the form and function of your first architectural structure?
   
   Form:
   
   Function: • Residencial
   • Buisness
   • 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 first architectural structure reflect your chosen architectural movement/time period?

8. What kind of mood/feeling do you get from your first architectural structure and why?
9. Who designed your second architectural structure and why?

10. What is the form and function of your second architectural structure?
    
    Form:
    
    Function: • Residencial
    • Buisness
    • Commercial
    • Religious
    • Sporting

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

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

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

14. What kind of mood/feeling do you get from your second architectural structure and why?
A) Influence(s) and research from past and present architectural works:

B) Drawing and Sculptural techniques used in my work and how they support my intended visual message:
<table>
<thead>
<tr>
<th>Knowledge/Understanding</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>Demonstrates understanding of the elements &amp; principles of design in the drawing and model sculpture (e.g. shape, form, space)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the drawing and model sculpture. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the drawing and model sculpture. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the drawing and model sculpture. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the drawing and model sculpture. 1</td>
</tr>
<tr>
<td>Thinking/Inquiry Specific Time Period/Movement: Architecture</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student depicts architectural imagery in the model sculpture that reflects the chosen period/movement with limited effectiveness. 0.25</td>
<td>Student depicts architectural imagery in the model sculpture that reflects the chosen period/movement with effective effectiveness. 0.50</td>
<td>Student depicts architectural imagery in the model sculpture that reflects the chosen period/movement with considerable effectiveness. 0.75</td>
<td>Student depicts architectural imagery in the model sculpture that reflects the chosen period/movement with a high degree of effectiveness. 1</td>
</tr>
<tr>
<td>Communication Clarity: Discusses research &amp; influences in the research questions &amp; artistic statement</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student discusses influences in the research questions &amp; artistic statement with limited clarity. 0.25</td>
<td>Student discusses influences in the research questions &amp; artistic statement with some clarity. 0.50</td>
<td>Student discusses influences in the research questions &amp; artistic statement with considerable clarity. 0.75</td>
<td>Student discusses influences in the research questions &amp; artistic statement with a high degree of clarity. 1</td>
</tr>
<tr>
<td>Reflective Questions: Strength, Weakness &amp; Next Step</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student explains use of drawing and sculpture techniques in the artistic statement. 0.25</td>
<td>Student explains use of drawing and sculpture techniques in the artistic statement with some clarity. 0.50</td>
<td>Somewhat coherent and somewhat complete. 0.50</td>
<td>Clear and substantial answers. 0.75</td>
</tr>
<tr>
<td>Application Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts Preliminary Sketches (2)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. (1) 1</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking. (1.5-2) 1-1.75</td>
<td>Superior and insightful answers. 1</td>
</tr>
<tr>
<td>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5-6</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</td>
<td>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10</td>
</tr>
<tr>
<td>Uses elements &amp; principles of design and drawing/sculpture techniques to produce an effective artwork (e.g. shape, form, space)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited use of the elements &amp; principles of design &amp; drawing/sculpture techniques to produce an art work of limited effectiveness. 1</td>
<td>Student demonstrates some use of the elements &amp; principles of design &amp; drawing/sculpture techniques to produce an art work of some effectiveness. 2-3</td>
<td>Student demonstrates considerable use of the elements &amp; principles of design &amp; drawing/sculpture techniques to produce an art work of considerable effectiveness. 3-4</td>
<td>Student demonstrates a high degree of using the elements &amp; principles of design &amp; drawing/sculpture techniques to produce a highly effective art work. 5</td>
</tr>
</tbody>
</table>

### Rubric Notes

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively:

A1.1 Use various strategies, individually and/or collaboratively, to generate, explore, and elaborate on ideas and to develop and revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., use brainstorming, concept webs, and/or...
A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to affect both social and personal values;

A1. Explore how elements and principle of design can be used to convey emotion and enhance personal expression, and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience (e.g., explore how variations in line, value, form, proportion, and emphasis can be used to convey various emotions; adapt their findings to enhance expression in their art work)

A1. demonstrate an understanding of a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create the illusion of depth and perspective and to create texture on different surfaces; the use of additive and subtractive sculpture, layering, positive and negative space, and relief to create effects)

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B2. Analyse the function and social impact of different kinds of art works in both past and present societies (e.g., the use of art works for ritualistic and religious purposes; to instruct) on various art works;

B2.1 explore a range of traditional and current materials, technologies, techniques, and tools used by visual artists (e.g., Claude Monet’s use of optical colour mixing; Andy Warhol’s use of silkscreens; George Segal’s use of plaster bandage; Jean-Paul Riopelle’s use of a palette knife for impasto application of paint; Daphne Odjig’s use of interconnecting black lines), and adapt and apply them to create original art works

B2.2 explain, on the basis of research, ways in which various art works are a response to and a reflection of the societies in which they were created

B3. Reflect on and explain how creating and analysing art works has affected their personal identity and values and/or changed their awareness of and relationship to their physical environment; their position on social issues such as censorship, discrimination, inequality)

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C1.1 demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing art works (e.g., when describing how they have used elements and principles in a sculpture to convey a sense of movement)

C1.3 using appropriate terminology, explain the creative process and describe in detail the critical analysis process, with particular reference to the role of deconstruction in the latter process

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C2.1 demonstrate an understanding of a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create the illusion of depth and perspective and to create texture on different surfaces; the use of additive and subtractive sculpture, layering, positive and negative space, and relief to create effects)

C2.2 demonstrate an understanding of a variety of conventions used in visual arts (e.g., allegory, expressive exaggeration, juxtaposition, synectics; conventions associated with heroic, narrative, naturalistic, propaganda, realistic, and satirical art), and explain how they are used in different types of art works

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual Arts.