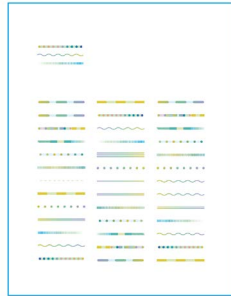


# 10 x MOVEMENTS FROM HISTORY

## [ ART / DESIGN / CULTURE ]



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**\_\_ A. Description:** 10 x Movements from History.  
Explore and investigate the resources provided [see below]. List 10 movements from history that inspire you [5 half to be from art/design history]. Consider the importance of these movements based on significance, form, ideas, process, and design thinking. List the sources of each reference. After each listed movement write one sentence [minimum] explain how they inspire your work.

**\_\_ B. Objectives / Criteria:** See Rubric.

**\_\_ C. Length/Style:** / Include Page numbers per idea selected.  
/ Include "Works Cited" at the end of document  
/ Ideas directly from the text should be cited  
/ Please list heading only on the first page  
/ If you decide to use pros use MLA style

**\_\_ D. Heading:** \_Student Name  
\_Class  
\_Professor Name  
\_Project Title  
\_Title of Paper  
\_Date

**\_\_ E. Format:** Microsoft Word File.

**\_\_ F. Submission Process:** Turn in on Blackboard by due date.

**\_\_ G. Date Due:** See syllabus / Calendar.

- \_\_ H. References:**
- \_1. Text Books: Use your text books to reference established arts and designers.
  - \_2. GD History: <http://www.designhistory.org/>
  - \_3. GD History Timeline: <http://gdh.2rsolutions.cz/#>
  - \_4. Russian Constructivist: <https://youtu.be/-MMwGkUioFQ>
  - \_5. Designers. See Examples in Visual Research. [Link>>>>](#)
  - \_6. Library Research work in the Library.  
See Graphic Design History.

# RUBRIC.

DIGITAL ART & DESIGN.  
READ & LIST.

0	DRAFT QUALITY
1	DEVELOPING
2	MEETS EXPECTATIONS
3	ABOVE AVERAGE
4	STELLAR



## # Criteria

% of grade

### 1. Writing [or quality of list-making] / Organization / Grammar / Language / Voice /

\_\_\_ **Syntax. Punctuation. Grammar. Quality of Language.** Quality of Language & Grammar. The quality of the language, thought-process, and grammar. Did student cite texts? Did student have grammatical errors?

\_\_\_ **Organization & Hierarchy of Writing.** Are paragraphs and writing structured, focused, and follow a thoughtful structure. Is there an introduction and conclusion?

\_\_\_ **Voice of Writing Style.** Does student show evidence of their own voice and writing style as they communicate their perspective?

\_\_\_ **Communication of Ideas + Creativity of Ideas.** The ability to communicate the ideas discussed in the texts, evaluate ideas, and answer the questions provided. Did student understand the topics discussed and communicate them clearly?

\_\_\_ **Reference Texts : Form & Analyze Significance.** The ability to form and analyze the significance of these ideas and their connection to the art and design process.

\_\_\_ **Contemporary Topics & Connecting.** The ability to consider contemporary topics and connect the dots to the student's body of work.

### 2. Citations. Are the texts cited with "Works Cited" at the end of document?

### 3. Page Numbers after each listed idea. Are the texts cited?

### 4. Is Work Late? -20%

### 5. If work does not reference text directly = 0. -100%