

SUSTAINED INVESTIGATION TOPIC PROPOSAL

(presented in Google Slides format)

*see example presentation here:

https://docs.google.com/presentation/d/e/2PACX-1vSzC2h0MYRzfxTTnnKYVjKiiKPwfDFVRFQU4RQ-9mY-jqa3-NtkNoI1raRx8fYa1YkTHpDpwJI-MNHn/pub?start=false&loop=false&delayms=10000&slide=id.g35f391192_00

Plan A must include:

- Answer: Identify the **inquiry statement or question** that will guide your sustained investigation
- Answer: How does, or how will, the work in your sustained investigation demonstrate the exploration of your idea?
- At least two inspiration artists with discussion of their connection to your work
- A mind map leading to potential directions of inquiry
- Include photographs of work already completed or sketches of proposed pieces: Total 5 images, drawings or photographs. Drawings should be half-sheet, detailed sketches with labels and color.
- 3 photo references (and the potential to easily create many more)

Plans B and C must include:

- Answer: Identify the **inquiry statement or question** that will guide your sustained investigation.
- A mind map leading to potential directions of inquiry
- Include photographs of work already completed or sketches of proposed pieces: Total 3 images, drawings or photographs. Drawings should be half-sheet, detailed sketches with labels and color.
- Optional (recommended): inspiration artist(s), photo references

Sustained Investigation Proposal Rubric

	<i>No Evidence</i>	<i>Approaching</i>	<i>Proficient</i>	<i>Exemplary</i>
<i>Visual Planning Evidence (Creating)</i>	<p>-Very minimal visual evidence of thinking is shown.</p> <p>-Visual evidence is either not original work, missing, or unrelated to inquiry topic</p>	<p>-Sketches/completed works demonstrate some exploration of inquiry topic.</p> <p>-Sketches and photos demonstrate some understanding of principles of design.</p> <p>-Some sketches or photos may be missing or unrelated to topic of inquiry</p>	<p>-Sketches/completed works demonstrate cohesive, unified exploration of inquiry topic.</p> <p>-Sketches and photos demonstrate good understanding of principles of design.</p> <p>-A peer viewer can infer good potential stemming from the student-created photo source material.</p> <p>-Sketches and photos demonstrate experimentation.</p>	<p>-Sketches/completed works demonstrate cohesive, unified exploration of inquiry topic.</p> <p>-Sketches and photos demonstrate excellent understanding of principles of design.</p> <p>-A peer viewer can infer excellent potential stemming from the student-created photo source material.</p> <p>-Sketches and photos demonstrate evolution of the idea through experimentation.</p>
<i>Presenting</i>	<p>-Understanding of topic is clearly lacking/incomplete.</p> <p>-Visual design elements of presentation and performance techniques (e.g. eye contact/vocal variety) detracts from audience comprehension AND engagement.</p>	<p>-Oral and written explanations contain multiple instances where topic understanding evidenced to be incomplete.</p> <p>-Visual design elements of presentation and performance techniques (e.g. eye contact/vocal variety) detracts from audience comprehension AND/OR engagement.</p>	<p>-Fluency of topic understanding is mostly reflected through oral and written explanations, but there are times when the student departs from the topic without cause.</p> <p>-Visual design elements of presentation and performance techniques (e.g. eye contact/vocal variety) do not detract from audience comprehension and engagement.</p>	<p>-Fluency of topic understanding is reflected through oral and written explanations.</p> <p>-Visual design elements of presentation and performance techniques (e.g. eye contact/vocal variety) enhance audience comprehension and engagement.</p>
<i>Depth of Inquiry (Responding)</i>	<p>-Inquiry statement/question is incomplete</p> <p>-Mind maps and written descriptions are incomplete or missing.</p> <p>-Inquiry topic is not meaningful to the student or seems chosen at random.</p>	<p>-Inquiry statement/question is mostly coherent.</p> <p>-Mind maps and written descriptions show minimal exploration of potential topic evolutions.</p> <p>-Inquiry topic is somewhat personally meaningful to the student.</p>	<p>-Inquiry statement/question is coherent and aligns with presented material.</p> <p>-Mind maps and written descriptions evidence exploration of potential topic evolutions.</p> <p>-Inquiry topic is personally meaningful to the student.</p>	<p>-Inquiry statement/question is refined, coherent, and aligns with presented material.</p> <p>-Mind maps and written descriptions evidence extensive exploration of potential topic evolutions.</p> <p>-Inquiry topic is personally meaningful to the student.</p>
<i>Artistic Research (Connecting)</i>	<p>-Artist research is missing and/or unrelated to topic of inquiry.</p>	<p>-Artists referenced are somewhat relevant to student's topics.</p> <p>-Little rationale for selection provided.</p>	<p>-Artists referenced are relevant to student's topics and connections are partly explained.</p> <p>-Some rationale for choosing these artists is clear.</p>	<p>-Artists referenced are clearly relevant to student's topics and connections are explicitly explained.</p> <p>-Rationale for choosing these artists is clear.</p>