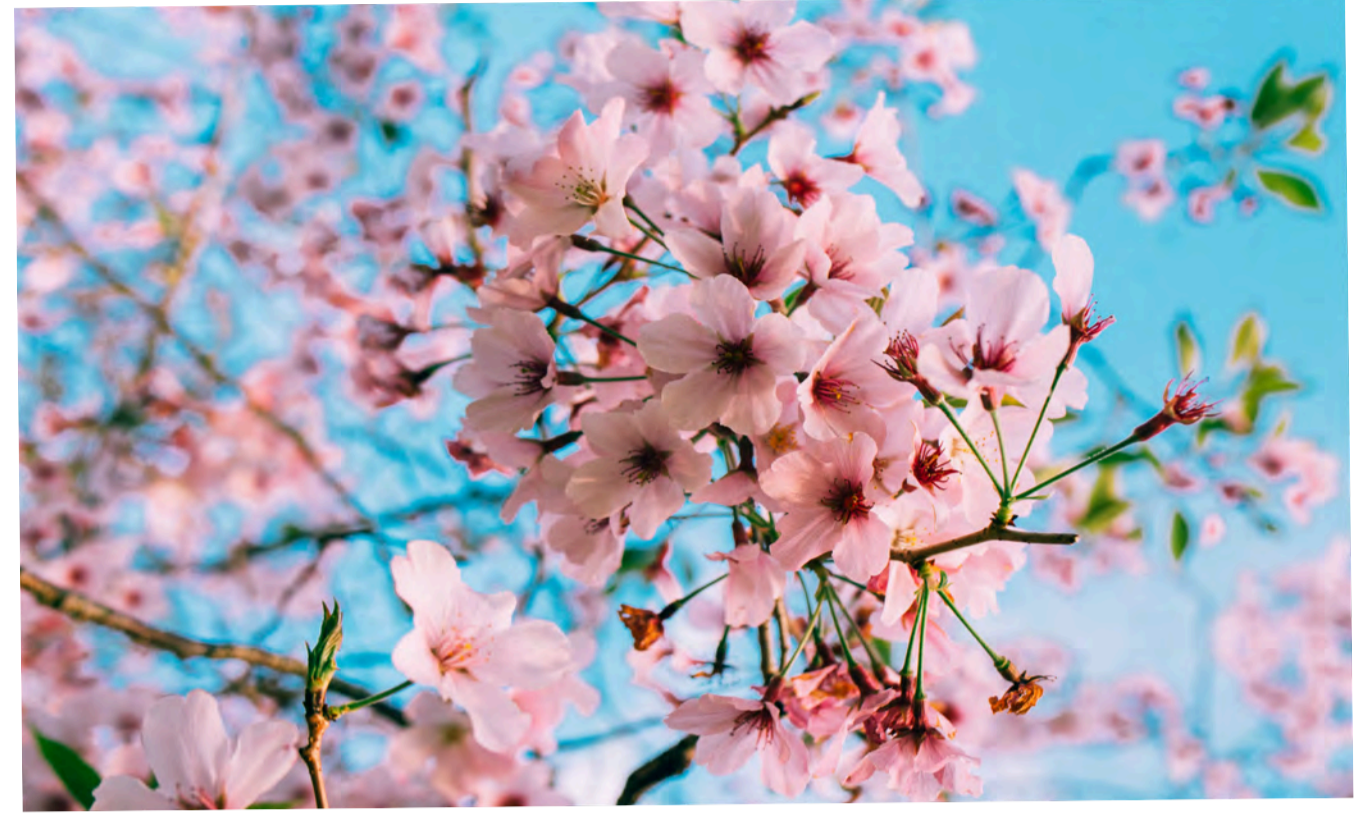




HOLLYHOCK



BAMBOO



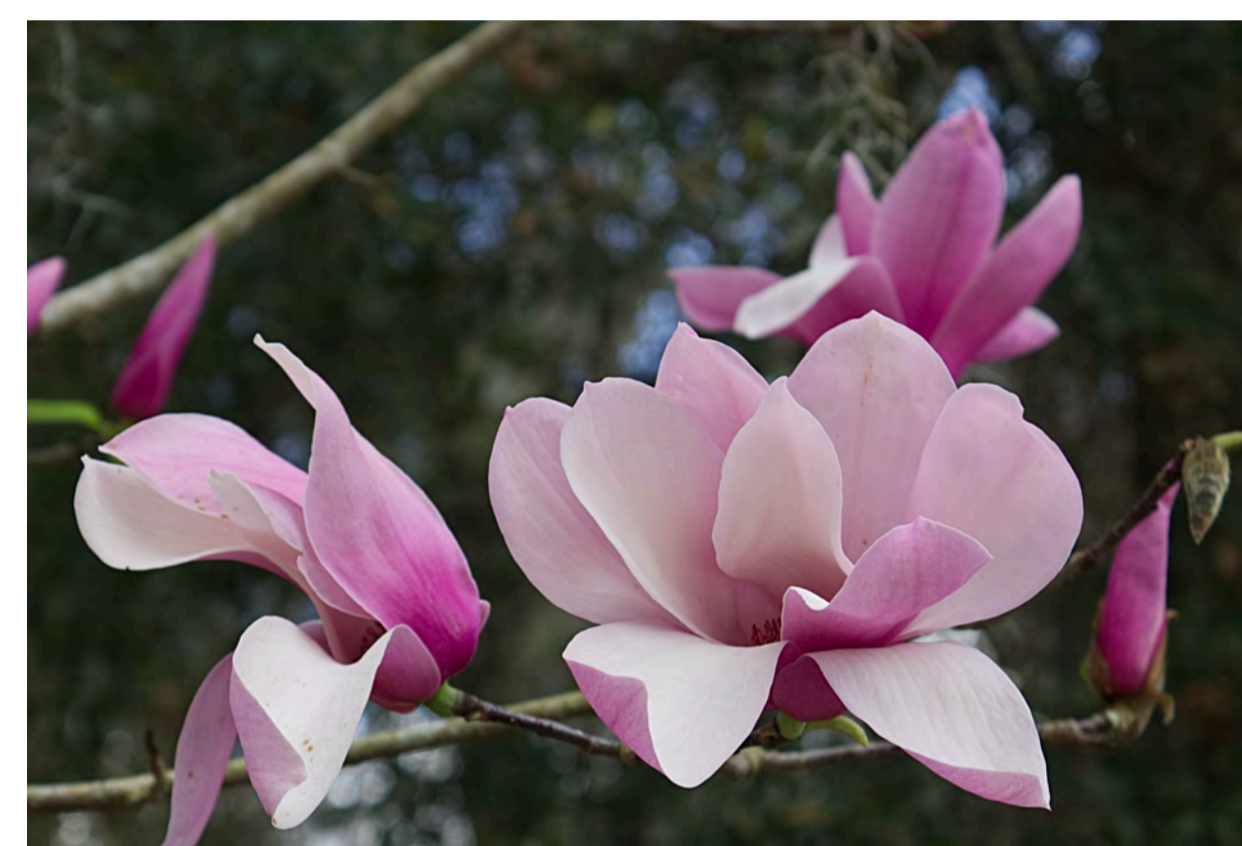
CHERRY BLOSSOM



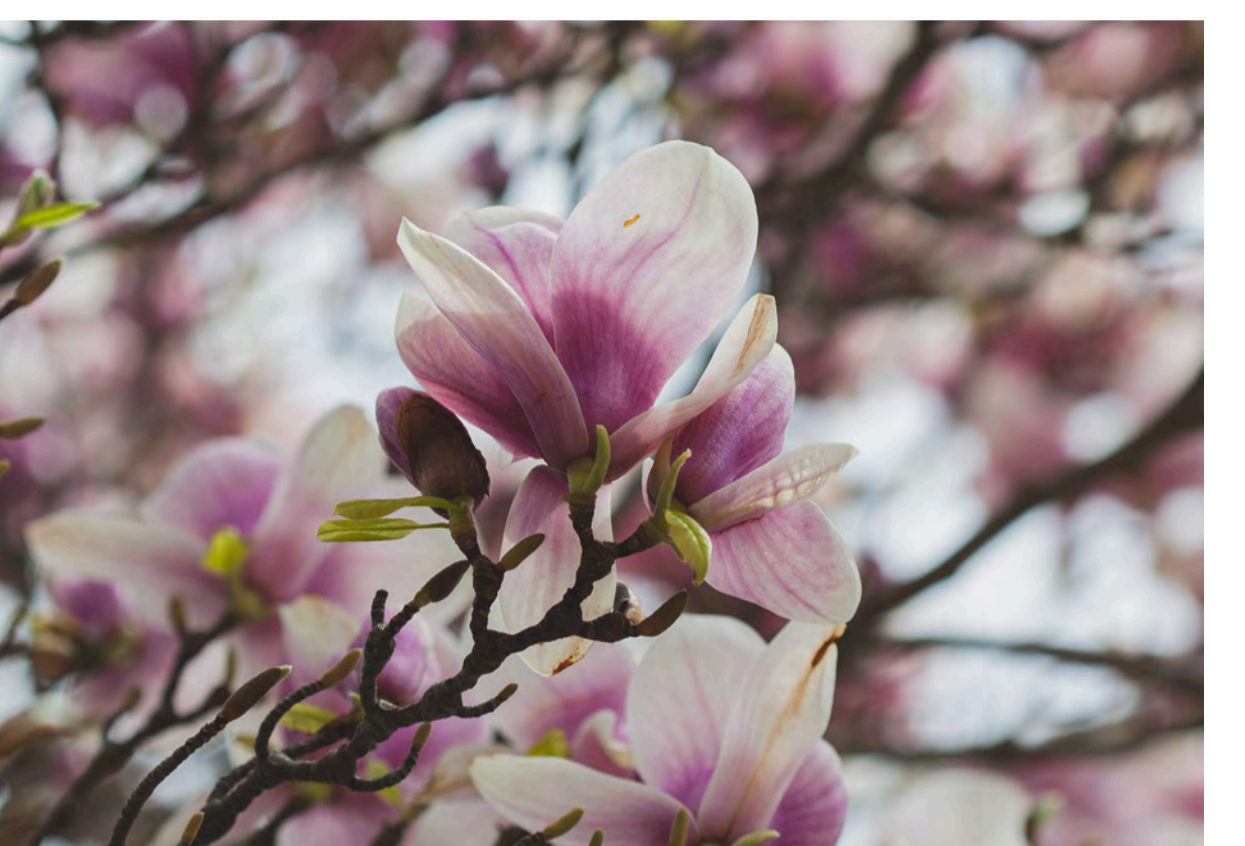
PLUM BLOSSOM



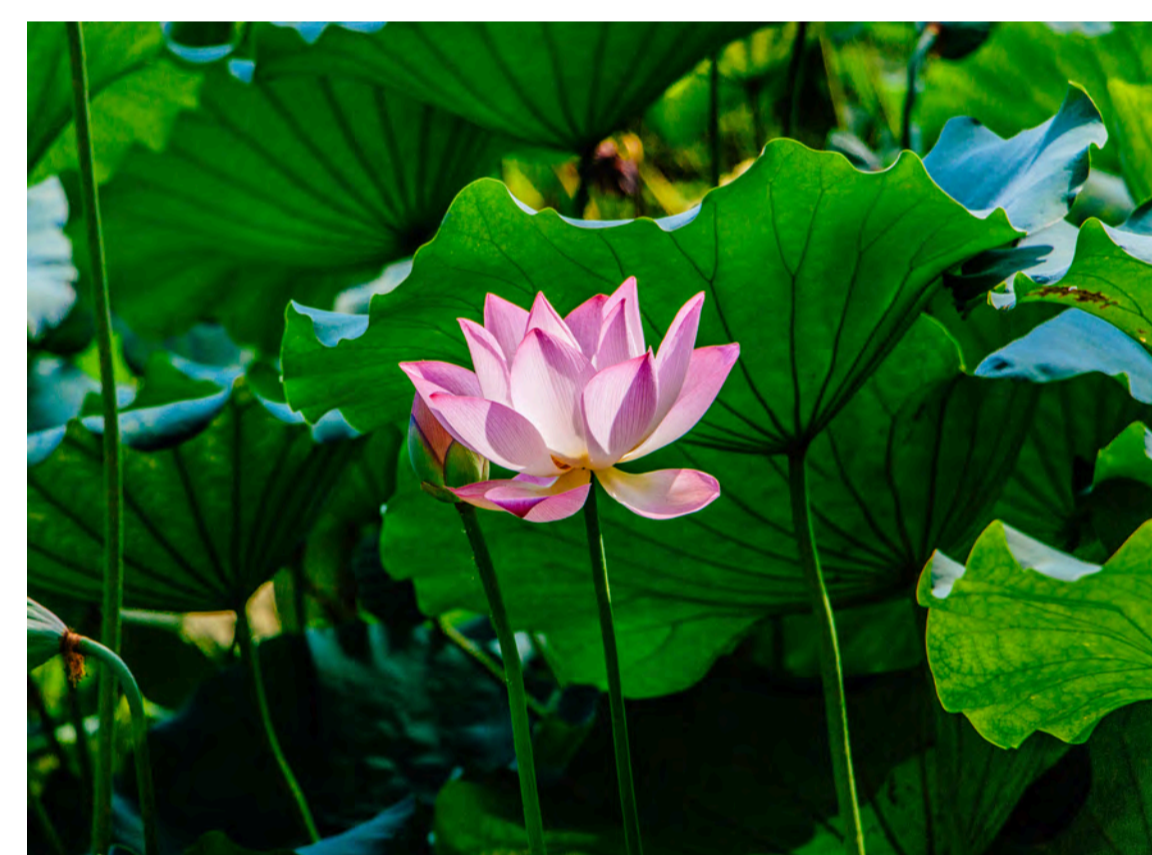
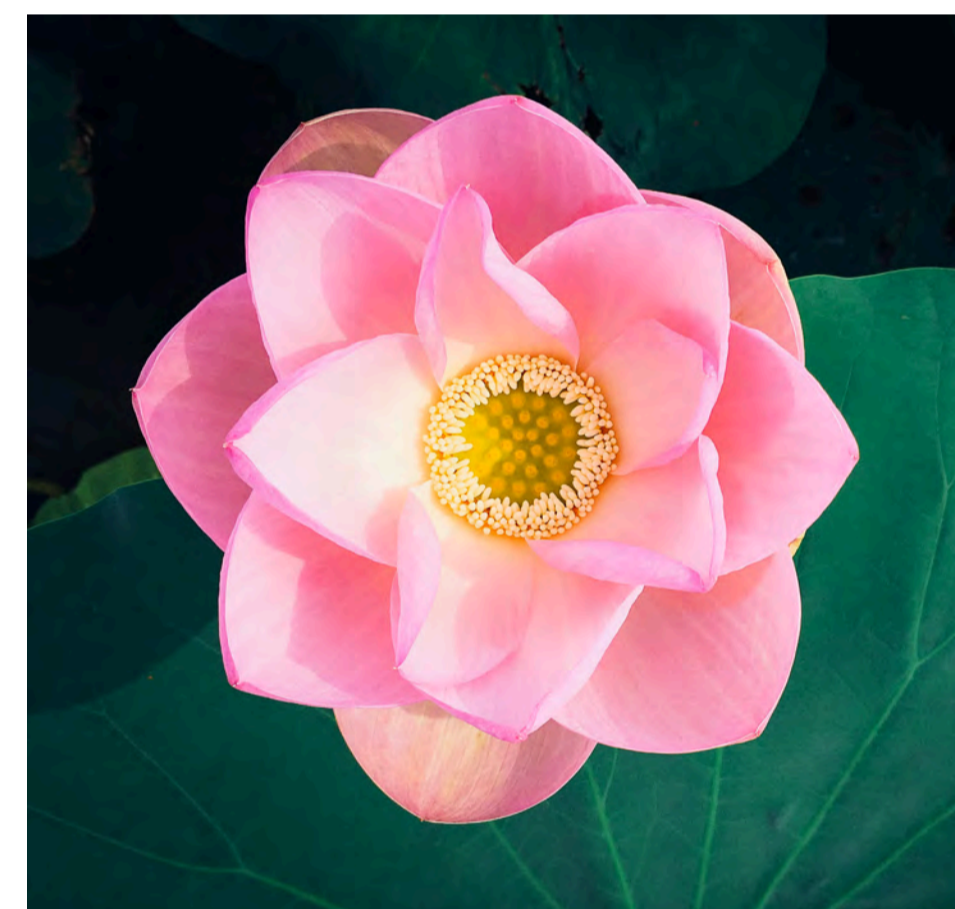
PEONIES



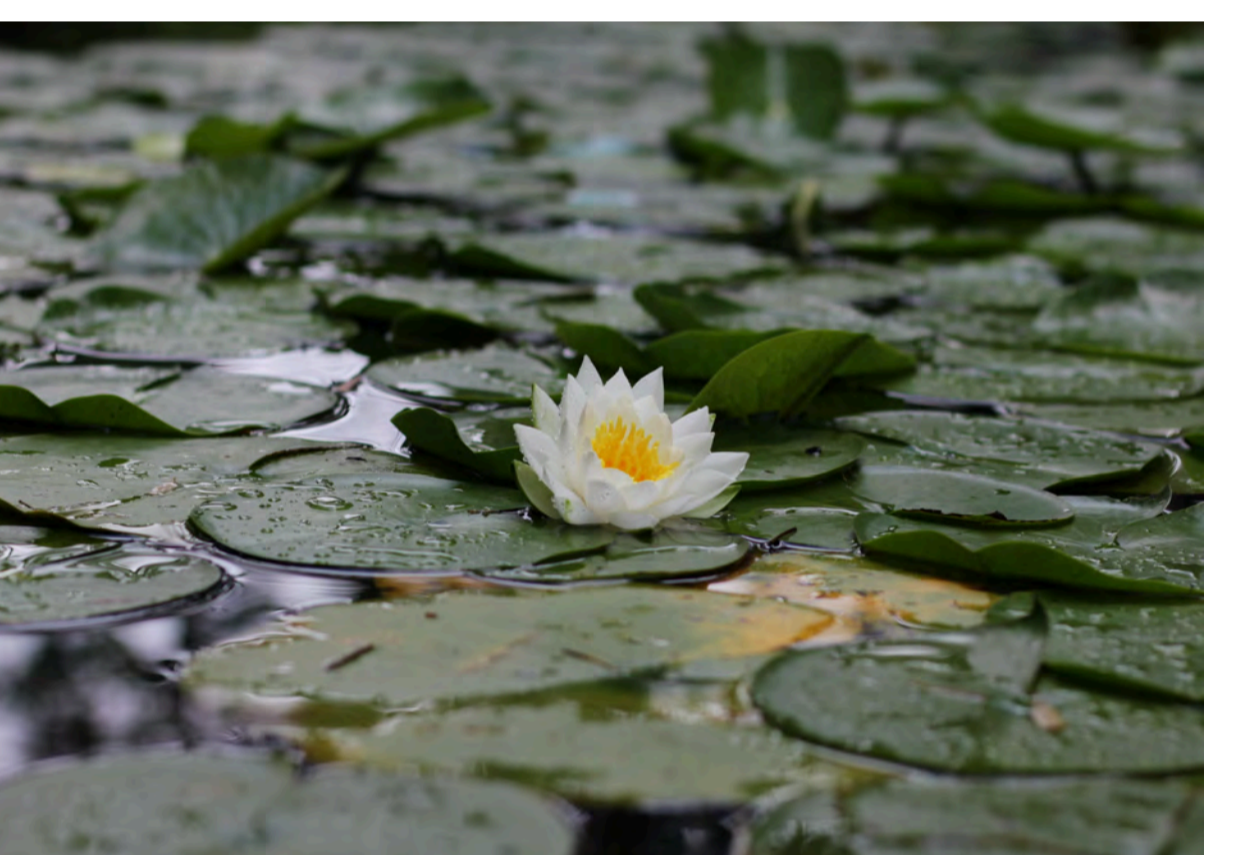
MAGNOLIA



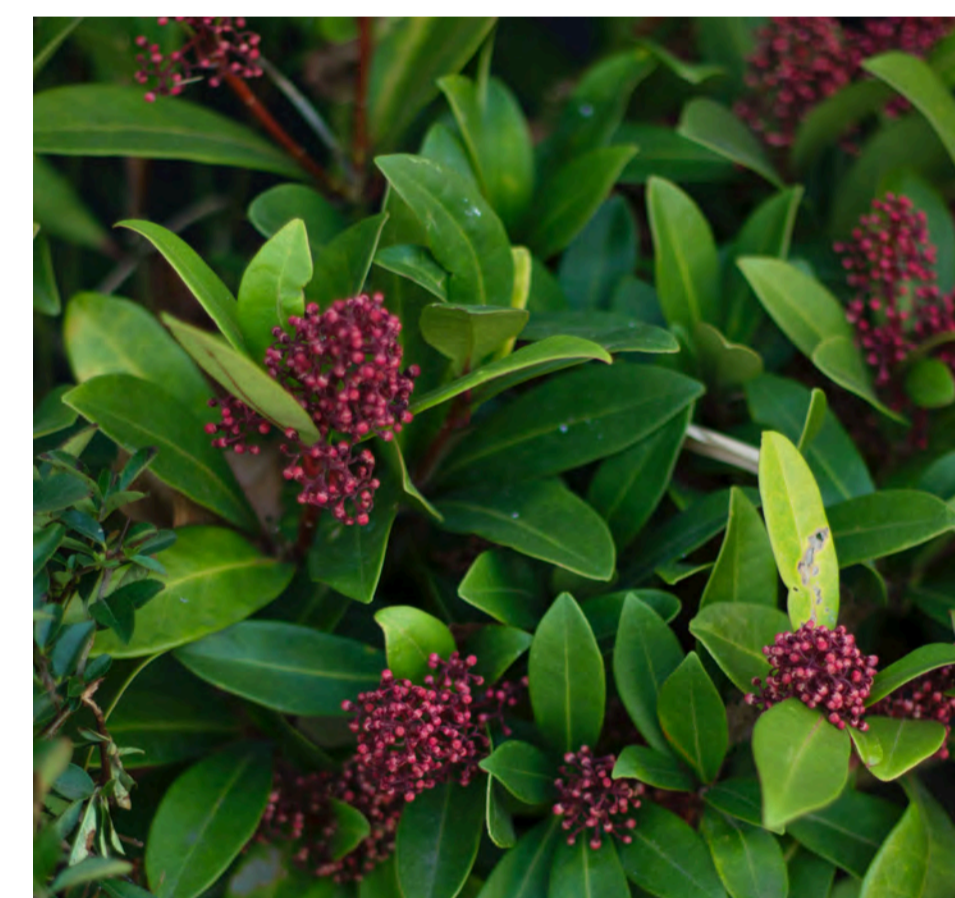
LOTUS BLOSSOM



LOTUS POND



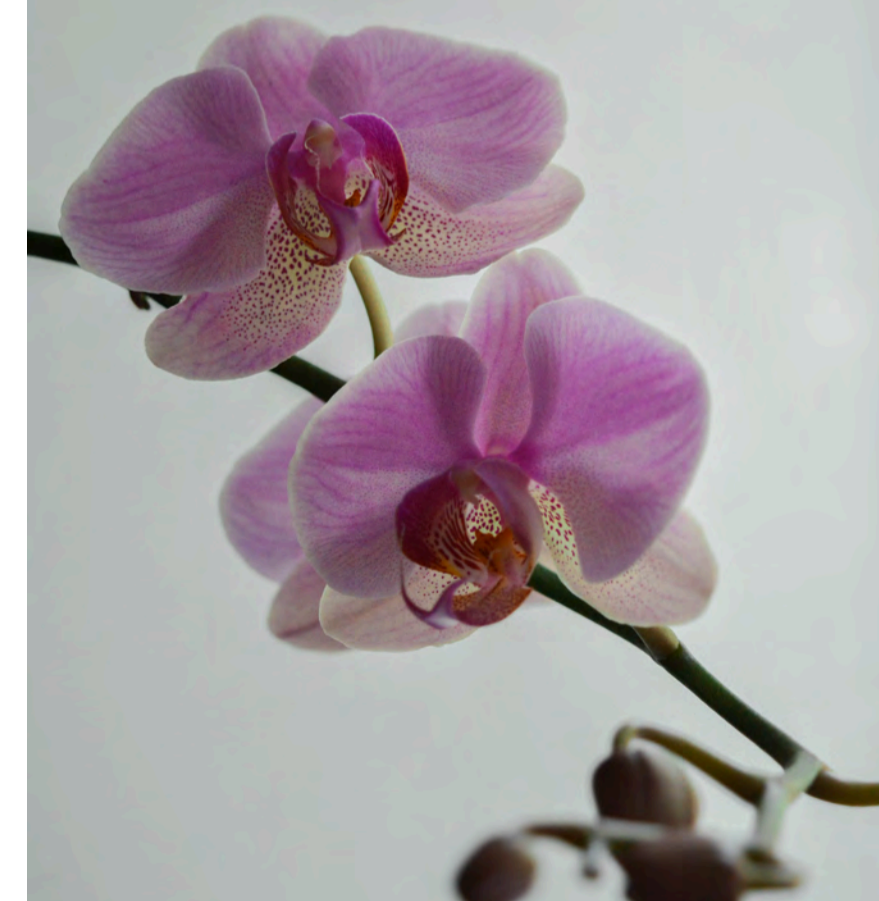
BUSH CLOVER



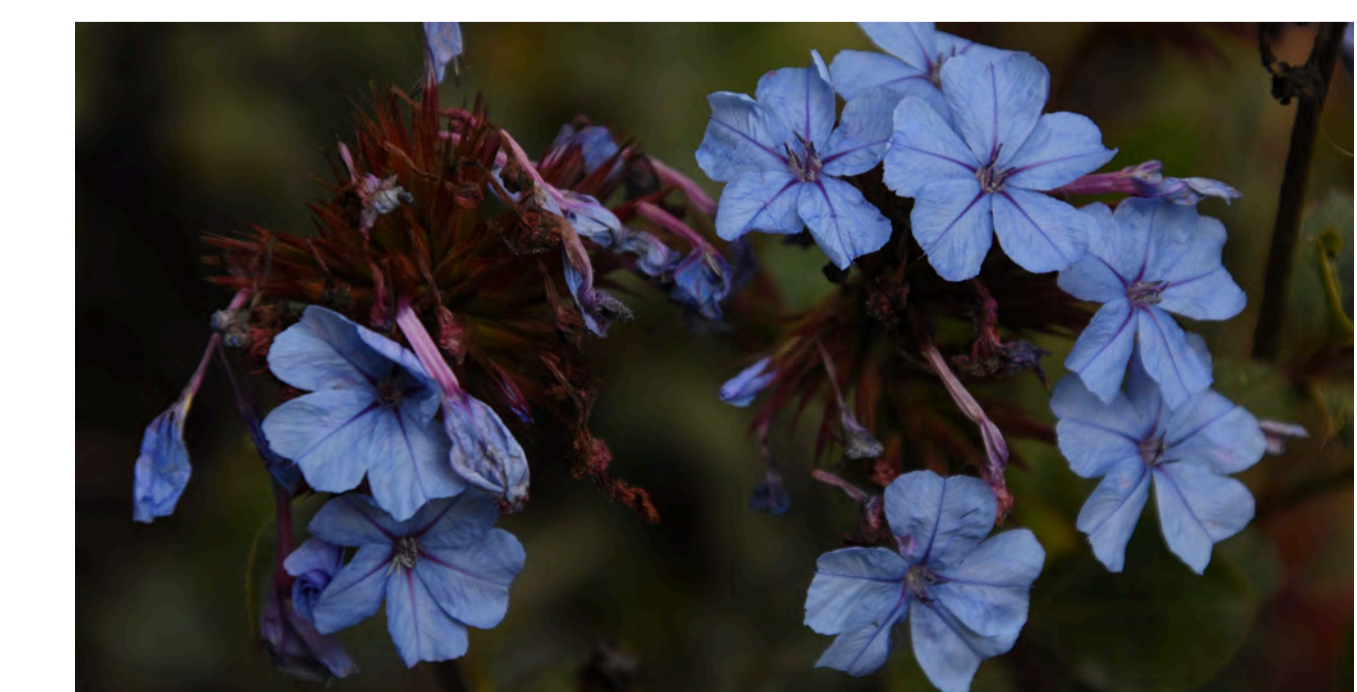
PINE



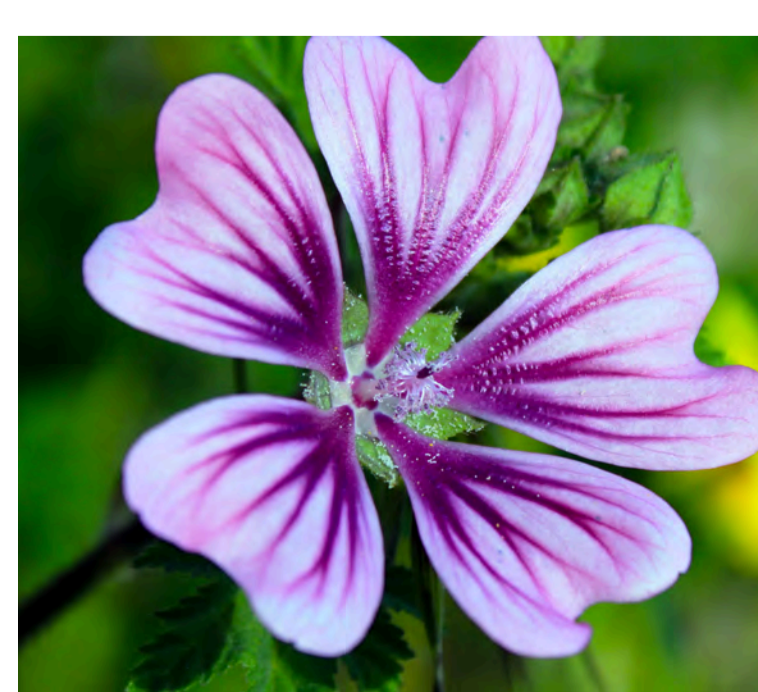
WISTERIA (OR FUJI FLOWER)



ORCHID





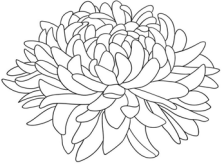
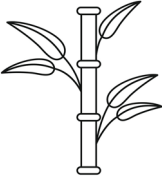
MORNING GLORY



CHRYSANTHEMUM

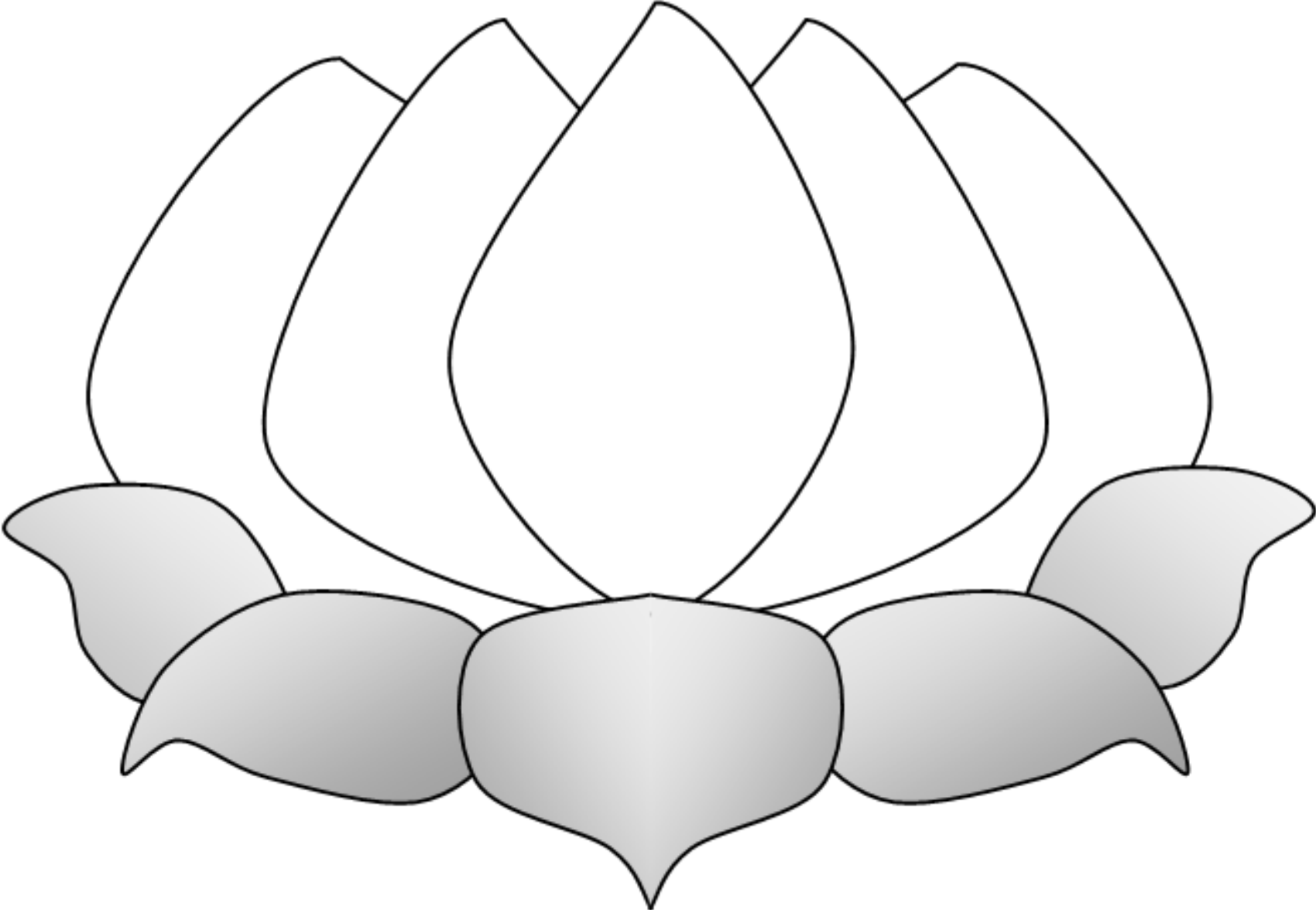


FOUR SEASONS CALENDAR

	<p>SPRING Plum Blossom</p>				
	<p>SUMMER Orchid</p>				
	<p>AUTUMN Chrysanthemum</p>				
	<p>WINTER Bamboo</p>				

LOTUS FLOWER GRAPHIC ORGANIZER

Name: _____



ENGINEERING DESIGN GUIDE

NAME: _____

NEW DESIGN DRAWINGS (including measurements of height and width):

MUSEUM OBJECT SELECTED: _____

DATE OF CREATION: _____

ORIGINAL LOCATION: (circle one) China Korea Japan Other:

MEDIUM: _____

VISUAL RESEARCH

HOW DOES THE FORM OF THE ARTWORK MATCH ITS FUNCTION?

HOW COULD YOU CHANGE THE FORM OR THE MATERIALS USED TO MAKE THE OBJECT?

HOW WOULD THOSE CHANGES AFFECT THE WORK'S FUNCTION?

WHAT IS THE SYMBOLISM OF THE PLANT SHOWN ON THE OBJECT?

HOW COULD YOU CHANGE THE IMAGE OF THE PLANT?

REENGINEER THE ARTWORK TO INCLUDE A DIFFERENT PLANT

WHICH PLANT HAVE YOU CHOSEN TO REPLACE THE ORIGINAL PLANT? EXPLAIN WHY . . .

DESCRIPTION OF NEW OBJECT:

REVIEW OF DESIGN:

Cheer:

Cheer:

Check:

Engineering Design Rubric

NAME _____

	ADVANCED	PROFICIENT	BASIC	LIMITED
Student selected one specific museum object for his/her design.	Student incorporated more than one specific museum object for their design.	Student selected one specific museum object for their design.	With directed help, student selected a specific museum object for their design.	Student did not select a museum object for their design.
Student used specific visual evidence from the object as inspiration and details in his/her design.	Student used specific visual evidence from the object as inspiration for creative and original details.	Student used specific visual evidence from the object as inspiration and details in their design.	Student used little visual evidence from the museum object in their design.	Student did not use any specific visual evidence from the museum object as inspiration and details.
Student completed the “Engineering Design Guide” graphic organizer to address key questions in their design.	Graphic organizer completed with multiple accurate details for each frame.	Graphic organizer completed with details for each frame.	Graphic organizer completed with few or inaccurate details in some frames.	Incomplete graphic organizer and/or information is inaccurate.
Student used creative thinking in redesigning the work with original elements.	Student developed multiple unique ideas and creative details in redesigning the work.	Student used several unique ideas and creative details in redesigning the work.	Student developed a few unique ideas or creative details in redesigning the work.	Student only changed one or two items from the original work of art in redesigning the piece.