Diorama

Practicing Professionals include:
- **Museum Scientists**
- **Hobbyists**
- **Diorama Artists**

Create a diorama that (depending on the topic):
- Retells a mathematical/scientific event from history
- Shows a habitat or environment you are studying
- Explains an historical event
- Shows the setting in a book or story you have read

Definition: ascene constructed in three dimensions

Words from the Trade:

- Panorama
- Display
- Scale
- Three-Dimensional
- Layout
- Scene
- Focus
- Balance
- Miniature
- Terrain
- Shadows
- Scale model

When I finish this project I will know, understand, and be able to:
- Find and evaluate the important facts about my topic (Content)
- Use the techniques of professional artists or museum scientists. (Mechanics)
- Produce a diorama that enhances learning for classmates and has the appearance of a professional product (Presentation)
- Evaluate facts about the topic (Critical Thinking)
- Translate original ideas in the diorama (Creative Thinking)
- Think about what you have learned (Reflection)

Project "Look-4s"

An excellent project has all of these elements:

- Title reflects the story, event, theme, or message
- Evidence of planning in placement of elements
- Background is interesting and appropriate to theme or story
- Finished diorama is understandable to audience

Trade Secrets

- Put the pieces together first, before you glue.
- Use scraps of fabric to add color and interest.
- Build your own trees by finding twigs and branches.
- Draw the background scenery.
- Choose one area as a focus of attention.
- Paint the small pieces before arranging them in the diorama.
- Use the right kind of glue- check with your teacher!

Diorama: Student and Teacher Rubric				
Performance Element	**Professional**	**Practitioner**	**Novice**	**Beginner**
Content	Information is accurate. Choice of materials supports and goes beyond content standards/surface understanding.	Information is accurate. Choice of materials supports content standards.	Information is usually accurate. Choice of materials supports elements of some content standards but excludes others.	The information is inaccurate. Choice of materials does not support content standards.
Mechanics	Detailed sketches for the diorama demonstrate extensive thought and planning. Materials are well secured with no uncovered spaces. Materials are well suited to this type of display.	Sketches for the diorama demonstrate thought and planning. Materials are secured with a few small uncovered spaces. Materials are suited to this type of display.	Sketches for the diorama demonstrate little thought and planning. Materials are loosely secured with several uncovered spaces. Some, but not all, materials are suited to this type of display.	No sketches that show the thought or planning behind the diorama. The diorama has many uncovered spaces, and the materials are not well suited to this type of display.
Presentation	Presented in the style of a professional diorama artist or museum scientist. The diorama looks like an authentic display from a museum, seems to come alive, and is an excellent learning opportunity for students.	Diorama is attractively presented. The materials are arranged in a logical manner and bring the topic to life.	The diorama is sparse. The materials are not logically arranged, and it is somewhat difficult to understand.	The diorama is constructed with few materials, and they are not logically arranged. The content is difficult to understand.
Critical Thinking	Topic/concept fully researched and evaluated. Information chosen for inclusion in the diorama is documented and purposeful. Consistently uses primary sources for the research.	Topic/concept fully researched. Information chosen for inclusion in the diorama is documented and purposeful. Uses some primary sources for the research.	Basic research on the topic is evident. Information chosen for inclusion in the diorama is not documented or purposeful. Does not use primary sources for the research.	No evidence of research.
Creative Thinking	Includes original ideas or insights, looks at the topic in new and unusual ways. Creativity is evident in the diorama design as well as in how the information is used in the diorama.	Includes an original idea or insight. Creativity is evident in the diorama design.	Creativity is evident in the diorama design, but no original ideas or insights are evident.	No original ideas or insights.
Reflective Thinking	Shares what has been learned, why it is important to the individual and to society. Evidence of strong metacognition.	Shares what has been learned, why it is important to the individual.	When prompted, some reflection occurs.	No evidence of reflection on the learning.