**AVI2O Culminating Performance Task (CPT) for 2018/2019:**

**Illuminated Medieval Manuscript**

**The Achievement Categories and Weighting Information**

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| Achievement Categories | Weight | Categories being assessed for the CPT |
| Knowledge and Understanding | 20% |  |
| Thinking and Inquiry | 20% |  |
| Communication | 20% |  |
| Application | 40% |  |

CPT = 20 % of a student’s mark

**A Description of the CPT**

During the Middle Ages, monks created beautiful texts that were adorned with jewels and gold on the outside covers and pages of colourful illustrations on the inside. Gold leaf paint was used to add emphasis to various parts of the illustrations. They were called illuminated manuscripts because of the luminescent quality of both the exterior and interior of the texts. Illuminated manuscripts were often created to help preserve passages from the Bible. The illustrations allowed many illiterate people to understand and learn about faith stories and traditions. The monks worked with great skill to create pages that each included an enlarged elaborate initial letter, a decorative border, careful calligraphy, and clear illustrations to reflect the faith story.

For this assignment, students will create a version of an illuminated manuscript. Students will select a passage from one of the four Christian Gospels that contains one or more lessons that one could potentially apply to their life. Once the story has been selected, students will create a lino stamp for the first letter of the passage. The rest of the passage will be written in ink. Students will also create an illustration that depicts the main lesson from the passage and a decorative border.

**The Success Criteria and Design Process**

1. Select ONE biblical passage from the Gospel of Matthew, Mark, Luke, or John. The passage you select should contain at least one lesson or truth that one could apply to their own life (ex. “The Prodigal Son” and the lesson/truth of loving others unconditionally).
2. Sketch out a design for the initial letter (the first letter of the passage). Draw it regular and then the mirror image. You may want to look at examples of medieval manuscripts for inspiration (ex. For fancy fonts and designs around the letter). It should be no larger than 4 x 6 inches. You may use pencil.
3. Sketch out a drawing that depicts one of the main lessons/truths to be learned from the biblical passage. This can be a pencil contour line drawing.
4. Sketch out a design for the border. Again, you may want to look at examples of illuminated manuscripts for ideas. Your drawing can be in pencil.
5. Stain one side of your manuscript paper with a teabag to give it an aged effect.
6. Using pencil, draw the border, the main illustration, and enough lines for the passage directly on the stained manuscript paper. Make sure you allot enough space for your lino print.
7. Using a graphite pencil, create an outline of the initial letter on a 4 x 6inch piece of lino. Using a hand guard and lino cutters, carve the letter design your planned. \*Note: You must follow the safety rules we learned for this step.
8. Apply colour to the illustration and border. You may use pencil crayons, silver and gold sharpies, and/or paint (ex. Tempera). Consider using colours that were traditionally used in the Medieval times (ex. Red, blue, yellow, gold, yellow, green, brown).
9. Practice stamping your lino print on a scrap sheet of paper and then stamp it on your manuscript.
10. Using a calligraphy pen, black gel pen, black technical pen, or black sharpie, write out your passage on your manuscript. \*Note: You should first consider writing it out in pencil to make sure you have enough space. Please use an elegant font for the passage.
11. Once the ink has dried, erase any pencil marks that are still visible on your manuscript.

**AVI2O CPT Rubric**

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|  | Level 1 | Level 2 | Level 3 | Level 4 |
| ***Knowledge & Understanding*** (20%)  -The student demonstrates a strong understanding of the tools, materials, and processes involved with print making as evidenced by his or her completed stamp. | -Demonstrates a limited understanding of the art of printmaking as evidenced by their completed stamp | -Demonstrates some understanding of the art of printmaking as evidenced by their completed stamp | -Demonstrates a considerable understanding of the art of printmaking as evidenced by their completed stamp | -Demonstrates a thorough understanding of the art of printmaking as evidenced by their completed stamp |
| ***Thinking & Inquiry*** *(20%)*  *-The student demonstrates strong planning skills through sketching out the initial letter in the Gospel passage, the Gospel scene, and a border.* | -Rough sketches demonstrate limited planning skills | -Rough sketches demonstrate some planning skills | -Rough sketches demonstrate good planning skills | -Rough sketches demonstrate strong planning skills |
| ***Communication*** *(20%)*  *-The student finds a meaningful way to visually communicate the main lesson or truth conveyed in the Gospel passage that he or she selected.*  *-The student successfully preserves the Gospel passage through using ink. The ink is carefully applied and is in an elegant font.* | -Illustration communicates the main lesson or truth with limited effectiveness  -Gospel passage is written in ink with limited effectiveness | -Illustration communicates the main lesson or truth with some effectiveness  -Gospel passage is written in ink with some effectiveness | -Illustration communicates the main lesson or truth with considerable effectiveness  -Gospel passage is written in ink with considerable effectiveness | -Illustration communicates the main lesson or truth with a high degree of effectiveness  -Gospel passage is written in ink with a high degree of effectiveness |
| ***Application*** *(40%)*  *-The student successfully applies the elements and principles of design when creating the initial letter, Gospel illustration, and decorative border (ex. Line, shape, form, space, colour, emphasis, pattern, balance).* | -Applies the elements and principles of design with limited effectiveness when creating:  \*The initial letter of the Gospel passage  \*An illustration of the main lesson or truth of the Gospel passage  \*A decorative border | -Applies the elements and principles of design with some effectiveness when creating:  \*The initial letter of the Gospel passage  \*An illustration of the main lesson or truth of the Gospel passage  \*A decorative border | -Applies the elements and principles of design with considerable effectiveness when creating:  \*The initial letter of the Gospel passage  \*An illustration of the main lesson or truth of the Gospel passage  \*A decorative border | -Applies the elements and principles of design with a high degree of effectiveness when creating:  \*The initial letter of the Gospel passage  \*An illustration of the main lesson or truth of the Gospel passage  \*A decorative border |

Descriptive feedback /20