

Creativity and Aesthetics

Student Learning Outcome: Students will demonstrate an understanding of the conventions of a particular art form in a specified context through production and/or analysis of that form.

The Value of Creativity and Aesthetics

Art is a form of creative and/or communicative expression that has the capacity to move its creators and audiences emotionally and intellectually: it can delight, entertain, empower, transform, instruct, challenge, or provoke. Art can expand our understanding of ourselves and others across place and time, foster collaboration and communal experience, and encourage

nuanced and non-literal thinking. The creation and analysis of art can offer insight into this power, spur original and divergent thinking, and promote a broader understanding of cultures past and present.

Supporting Skills

Creation

1. Students will demonstrate an understanding of the conventions of an artistic form.
2. Students will apply the elements of an artistic form.

Analysis

1. Students will identify the conventions of a particular artistic form.
2. Students will analyze the formal elements of an artistic form within a specified context.

Course Content Criteria

1. Courses in this category have a primary and sustained focus on the creative arts.
2. Courses in this category typically focus on the analysis and/or creation of art in the visual, performing, and communication arts.
3. Courses in this category ask students to consider how and why artistic works are conceived, realized, presented and/or utilized, evaluated, experienced.
4. Courses in this category invite students to reflect on the purpose and effects of art, both in the students' own time and in other places and times.
5. Courses in this category include an assessment assignment that requires students to demonstrate each of the skills in the Creativity and Aesthetics Rubric (below). This assessment assignment should be one of the following: an objective exam, an essay question on an exam, an essay, or a research paper; or a creative work of some kind, such as a musical composition, play, poem, sculpture, painting, dance, film, advertisement, etc.

Glossary

1. **Creativity:** The use of the imagination or original ideas, especially in the production of an artistic work.
2. **Conventions:** The set of inherited practices, materials, and ideas about how artistic works are made, observed, and valued.
3. **Elements:** The components and/or practices that constitute the art work.
4. **Relevant:** Determined by the course material and the specific parameters of an assignment.
5. **Specified context:** A circumscribed historical period, location, industry, institution, or other venue, as defined by the course syllabus.

Creativity and Aesthetics Assessment Rubric: Creation

Supporting Skills	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Demonstrate an understanding of the conventions of an artistic form.	Fully identifies, describes and/or applies, with precision and comprehensive detail, most or all relevant artistic conventions with respect to the artistic work; conventions are clearly explained and/or demonstrated with depth and insight; clearly and effectively establishing the relationship between artistic convention and artistic form.	Identifies, describes and/or applies with relative precision and some detail, most relevant artistic conventions with respect to the artistic work; conventions are clearly explained and/or demonstrated with some depth and insight; clearly establishes the relationship of artistic convention and artistic form.	Partially identifies, describes, and/or applies some relevant artistic conventions with respect to the artistic work; the explanations and/or demonstrations of these conventions are somewhat clear but lack depth and comprehensive detail. The relationship between artistic convention and artistic form is established but may be vague or inconsistent, showing a developing understanding and application.	Minimally identifies, describes, and/or applies few or none of the relevant artistic conventions with respect to the artistic work; explanations and/or demonstrations are unclear or missing, showing little to no understanding of the conventions. The relationship between artistic convention and artistic form is not established or is incorrect, reflecting an extremely limited level of understanding and application.
Apply the elements of an artistic form.	Demonstrates precise understanding of artistic elements (e.g., color, line, shape, texture, rhythm, harmony, form, gesture, tone, facial expression) and how they interact to create meaning and impact; integrates elements seamlessly and purposefully, showing advanced planning and intentionality in the artwork's aesthetic and concept; demonstrates high-level technical skill with precise and confident manipulation of the elements to achieve the desired effect.	Demonstrates clear understanding of the elements and how they interact, with minor gaps in depth of knowledge; integrates elements effectively, with clear intention and overall consistency, though minor inconsistencies may be present; demonstrates good technical skill with competent manipulation of the elements, though minor flaws may be present.	Demonstrates basic understanding of the elements, though some interactions or impacts are misunderstood or overlooked; applies elements with some intention, but inconsistencies or lack of planning affect the artwork's cohesiveness; demonstrates basic technical skill with noticeable flaws or inconsistencies in the manipulation of the elements.	Demonstrates limited understanding of the elements, with significant misunderstandings or gaps in knowledge; applies elements with minimal intention or planning, leading to a disjointed or ineffective artwork; demonstrates low technical skill with significant flaws or lack of control in the manipulation of the elements.

Creativity and Aesthetics Assessment Rubric: Analysis

Supporting Skills	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Identify the conventions of a particular artistic form.	Fully identifies and describes terminology with precision and comprehensive detail most or all relevant artistic conventions with respect to the artistic work; clearly explains conventions with depth and insight; clearly and effectively explains the relationship of artistic convention and artistic form.	Correctly identifies and describes relevant artistic conventions with respect to the artistic work; clearly explains conventions; accurately explains the relationship of artistic convention and artistic form.	Generally identifies and describes artistic conventions with respect to the artistic work and broadly explains the relationship of artistic convention and artistic form. Descriptions are vague and lack detail; some identifications are unclear and/or incorrect; explanations of conventions are limited and lack detail and/or depth.	Identifies few or no relevant artistic conventions with respect to the artistic work; identifications are unclear and/or incorrect; an explanation of conventions is either absent or limited, and/or incorrect; fails to explain or comprehend the relationship between artistic convention and artistic form.
Analyze the formal elements of an art form within a specified context.	Analyzes formal elements within the specified context by linking specific elements to their functional roles and significance with sophistication; provides clear, sufficient examples of their impact; uses highly relevant and specific examples to support the analysis; demonstrates exceptional insight by providing a nuanced and/or original interpretation of how formal elements function within the context.	Analyzes formal elements within the specified context with a logical explanation of their roles and significance; uses appropriate, relevant examples to support analysis; interpretation is clear and logical showing an understanding of how formal elements function within the context.	Provides a basic analysis with some connection between formal elements and context; may use some examples to support analysis, but with limited relevance, detail, or clarity; demonstrates limited insight or critical thinking; interpretation is simplistic and/or partially incorrect, and lacking depth.	Provides little to no analysis of formal elements within context; fails to connect elements to their roles or significance; uses few or no relevant examples to support analysis; demonstrates little to no insight or critical thinking; interpretation is incorrect, superficial, or absent.