

## Core Curriculum Core Skills 2D #8 Artistic Expression Value Rubric

Students will recognize, identify, and critically interpret a variety of perspectives and concepts, as well as engage in forms of artistic expression in the fine arts.

Student Learning Outcomes:

- 1) Apply the methods of inquiry to the practice of fine arts
- 2) Analyze, interpret, and engage in forms of artistic expression

	Accomplished (4) [Exceeded]	Proficient (3) [Met]	Developing (2) [Partially Met]	Beginning (1) [Not Met]	Null (0) [Not Met]
SLO1: Apply methods of inquiry to the practice of the fine arts.	<input type="checkbox"/> Applies one or more theories/approaches or applications in the arts.  <input type="checkbox"/> Derive interpretations or evaluations from information gathered from a variety of appropriate sources to develop a comprehensive analysis/synthesis of the fine arts and creative expression.  <input type="checkbox"/> Demonstrates the complexity of other cultures in relation to the inquiry.	<input type="checkbox"/> Critical elements of the methodology or theoretical framework are appropriately developed.  <input type="checkbox"/> Presents in-depth information from relevant sources representing an analysis/synthesis of the fine arts and creative expression.  <input type="checkbox"/> Asks deeper questions about other cultures and seeks out answers to those questions.	<input type="checkbox"/> Critical elements of the methodology or theoretical frameworks are missing, incorrectly developed, or unfocused.  <input type="checkbox"/> Presents information from relevant sources representing limited analysis/synthesis.  <input type="checkbox"/> Asks simple or surface questions about other cultures.	<input type="checkbox"/> Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.  <input type="checkbox"/> Presents information from irrelevant sources representing limited analysis/synthesis.  <input type="checkbox"/> States minimal interest in learning more about other cultures.	No evidence provided
SLO2: Analyze, interpret, and engage in forms of artistic expression.	<input type="checkbox"/> Question and/or challenge viewpoints thoroughly in the analysis of artistic expression.  <input type="checkbox"/> Systematically evaluates own and others assumptions (biases) as they apply to the interpretation of artistic expression.  <input type="checkbox"/> Actively seeks out new directions and approaches to engagement with forms of artistic expression.	<input type="checkbox"/> Question and/or challenge viewpoints in the analysis of artistic expression.  <input type="checkbox"/> Identifies own and other's assumptions (biases) and several relevant contexts.  <input type="checkbox"/> Creates a novel or unique idea, approach, question, format, or product.	<input type="checkbox"/> Viewpoints are taken as fact with little questioning or analysis.  <input type="checkbox"/> Identifies some relevant contexts, may be more aware of other's assumption than one's own (or vice versa)  <input type="checkbox"/> Experiments with creating a novel or unique idea, approach, question, format, or product.	<input type="checkbox"/> Viewpoints are accepted as fact with no questioning or analysis.  <input type="checkbox"/> Shows an emerging awareness of assumptions (biases).  <input type="checkbox"/> Reformulates a collection of available ideas.	No evidence provided

Definitions:

- Accomplished: Completed, done, effected, highly skilled
- Proficient: Undergoing development, growing, evolving
- Developing: In the process of becoming, becoming more prominent
- Beginning: Exhibiting a marked lack of competence
- Null: no evidence detected

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