

Aesthetic Appreciation and Expression in the Arts

This cover sheet should accompany a single submitted assignment and resulting student work from all students in one course to be assessed with the attached Aesthetic Appreciation through Aesthetic Expression rubric. The attached rubric and the data generated from student work are solely for program assessment purposes and are not intended for grading students, evaluating courses, or evaluating faculty.

The Aesthetic Expression Objective

Students will examine various forms of artistic and literary works, understand the contexts from which they emerge, and be able to articulate and defend their meanings and values.

Using the Rubric

Aesthetic Expression, as it is fostered within higher education, must be distinguished from less focused types of thinking about the creative process such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Aesthetic expression in higher education requires that student have a strong foundation in the strategies and skills of one or more artistic domains in order to make connections and synthesize. While demonstrating solid knowledge of the domains' parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

The rubric focuses on three criteria: Aesthetic analysis, Work in Context, and Composition/Performance. In the spaces below, please provide your name or department name, the name of the assignment (attach a copy as well) and other information, including your own evaluation of which of the criteria are specifically taught in the course, addressed in the assignment prompt and which can be effectively assessed from the student work. The purpose of this information is to avoid incorrectly scoring student work as deficient when an element of the rubric is lacking because the students were not aware they needed to address that criterion. In some cases they should be aware because the criterion was taught as part of course instruction and in other cases because the assignment prompt mentions the criteria. Please indicate yes or no for each of these boxes and then make a final yes/no judgment on whether scorers should assess this criterion.

Faculty member or department name _____

Course Number _____ Course Name _____

Assignment name _____ Number of students in course _____

Date _____ % of grade covered by assignment < 3% 3-5% 6-10% 11-20% > 20%

Aesthetic Expression Criteria: See rubric on back for details	This criterion is . . .		
	Taught as part of course instruction	Addressed in the assignment prompt	Appropriate to be assessed
Aesthetic analysis			
Work in context			
Composition/Performance			

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	Proficient 3	Sufficient 2	Deficient 1
Aesthetic analysis	Student demonstrates a <u>sophisticated, multi-dimensional analysis</u> of aesthetic expression.	Student demonstrates a <u>basic conceptual analysis</u> of aesthetic expression.	Student demonstrates a <u>superficial analysis</u> of aesthetic expression.
Work in context	Student <u>engages and synthesizes</u> the work's historical, cultural, psychological, conventional, theoretical, or other contexts.	Student <u>demonstrates some awareness</u> of the work's historical, cultural, psychological, conventional, theoretical, or other contexts.	Student <u>fails to engage</u> the work's historical, cultural, psychological, conventional, theoretical, or other contexts.
Composition/ Performance	Student's work displays <u>sophisticated form, idea, and execution</u> of composition or performance.	Student's work displays <u>basic form, idea, and execution</u> of composition or performance.	Student's work displays <u>no clear form, idea, or execution</u> of composition or performance.