

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 5 | Accomplished 4 | Developing 3 | Beginning 2 | Absent 1 |
|---|---|---|---|---|--|
| Demonstrate an understanding of the conventions of an artistic form. | Demonstrates a proficient understanding of the <u>relevant</u> artistic conventions introduced in the course. | Demonstrates a clear understanding of the relevant artistic conventions introduced in the course. | Demonstrates a basic understanding of the relevant artistic conventions introduced in the course. | Demonstrates a minimal understanding of the relevant artistic conventions introduced in the course. | Is unable to demonstrate an understanding of the relevant artistic conventions introduced in the course. |
| Apply the elements of an artistic form. | Applies the appropriate elements of an artistic form, with abundant creativity. | Applies the appropriate elements of an artistic form, with evident creativity. | Applies the appropriate elements of an artistic form, with some creativity. | Applies the appropriate elements of an artistic form, with minimal creativity. | Fails to apply the appropriate elements of an artistic form. |

Creativity and Aesthetics Assessment Rubric: Analysis

| Supporting Skills | Exemplary 5 | Accomplished 4 | Developing 3 | Beginning 2 | Absent 1 |
|---|---|--|--|---|---|
| Identify the conventions of a particular artistic form. | Masterfully identifies the relevant artistic conventions introduced in the course. | Proficiently identifies the relevant artistic conventions introduced in the course. | Acceptably identifies the relevant artistic conventions introduced in the course. | Minimally identifies the relevant artistic conventions introduced in the course. | Fails to identify the relevant artistic conventions introduced in the course. |
| Analyze the formal elements of an art form within a specified context. | Analyzes all of the relevant elements of an artistic form within a specified context. | Analyzes most of the relevant elements of an artistic form within a specified context. | Analyzes some of the relevant elements of an artistic form within a specified context. | Analyzes few of the relevant elements of an artistic form within a specified context. | Fails to identify the relevant elements of an artistic form within a specified context. |