
AESTHETICS

Students will appreciate the variety of human experiences as expressed through the arts.

From the Creative Thinking VALUE Rubric framing language: “Creative thinking in higher education can only be expressed productively within a particular domain.”

The term “aesthetic criteria” encompasses technical aspects of particular media and also elements that reinforce the theme, meaning, mood, or feeling of a work of art, such as composition or design.

Typical activities in aesthetic education include description, analysis, interpretation, and evaluation (not unlike most academic disciplines and career training programs). Aesthetic education may be distinguished from other disciplines by its attention to:

- *sharpening sensitivity to sensory differences in works of art*
- *discerning formal characteristics in works of art*
- *developing sensitivity to expressiveness in works of art (the quality by which works “say” something)*
- *developing the ability to make aesthetic judgments (Ahmed: 6)*

“Art, like science and history, is made by men. Like science and history, art is the result of treating things and events in the world in a certain way. And, as in the case of a scientific explanation and an historical generalization, it is a long way from the world, just as we perceive it, to a work of art. To cover this distance and thereby to find meaning in art (or in science or history) requires much time and effort at learning.”

Donald Arnstine (1966)

Performance Criterion 1: Recognize the creative impulse in a variety of artistic, stylistic, cultural and / or historical contexts.

Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<p>Student's work accurately and insightfully describes the role and value of specific creative works or movements to the cultures or other contexts that create and adopt them.</p> <p>Student successfully uses evidence or examples from the visual or performing arts to illuminate cultural, historical, or other contexts.</p>		<p>Student's work describes the role and value of creative works or movements to the cultures or other contexts that create and adopt them.</p> <p>Student identifies evidence or examples from the visual or performing arts but application to cultural, historical, or other contexts may be general or sometimes inaccurate.</p>		<p>Student's work acknowledges that creative works or movements are important to the cultures or other contexts that create and adopt them.</p> <p>Student use of evidence or examples from the visual or performing arts may lack context or specificity or contain inaccuracies.</p>		
5	4	3	2	1	0	n/a
Comments:						

Performance Criterion 2: Identify aspects of the creative process and the role of imagination in them.						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<p>Evaluation of creative process or product uses domain-appropriate criteria. ~or~ Evaluation of creative process or product uses aesthetic criteria.</p> <p>Student response to a creative work is well-developed and aesthetic in nature (that is, includes reference to ways the elements of art and/or principles of design contribute to the response). Student plausibly explains how artists use specific design concepts to convey meaning.</p> <p>Student interprets the work's symbolic or metaphorical meaning and uses evidence from a work to support that interpretation.</p>		<p>Evaluation of creative process or product may not be bounded by vocabulary or other criteria of aesthetics.</p> <p>Student may limit analysis to a literal interpretation of a work of art.</p>		<p>Evaluation of creative process or product may be overly general, partially indefensible, or redundant.</p> <p>Student may evaluate a work as good or bad based on personal taste or emotional response.</p>		
5	4	3	2	1	0	n/a
Comments:						

<i>Performance Criterion 3: Employ works of visual or performing arts to support analysis within a discipline</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<p>Student successfully synthesizes interpretation or analysis of a work of art or a performance with concepts or skills in the “home” discipline.</p> <p>Student plausibly uses works of art or examples of performance as evidence in arguments made in the “home” discipline.</p>		<p>Student may attempt to synthesize aesthetic exemplars and ideas from the home discipline.</p> <p>Analysis may be parallel in nature (that is, not achieve synthesis) or otherwise not completely successful.</p> <p>Student may identify appropriate exemplars or bring appropriate home discipline concepts to bear but may not complete the attempted argument.</p>		<p>Student may recognize appropriate exemplars but not necessarily independently identify them. Student may apply home discipline concepts but may not but not necessarily independently identify them.</p> <p>Student attempts to synthesize interpretation or analysis of a work of art or a performance with concepts or skills in the “home” discipline is implausible, incomplete, redundant, superficial, or otherwise unsuccessful.</p>		
5	4	3	2	1	0	n/a
Comments:						

<i>Performance Criterion 4: Appraise the role or potential of the arts in social change.</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
Student articulates and evaluates the ways in which creative works provide opportunities to transform cultures or other contexts of human endeavor.		Student attempts to appraise ways in which creative works provide opportunities to transform cultures or other contexts of human endeavor.		Student work reflects but may not articulate ways in which creative works provide opportunities to transform cultures or other contexts of human endeavor.		
Student identifies how the arts contribute to a robust, adaptive, and prosperous society.		Student recognizes how the arts contribute to a robust, adaptive, and prosperous society.		Student recognizes general ways the arts contribute to society.		
5	4	3	2	1	0	n/a
Comments:						

Performance Criterion 5: Cultivate creative expression						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<p>Student articulates ways in which creative works provide opportunities to transform individuals, including himself or herself.</p> <p>In original works, student demonstrates an identifiable voice. In performance, student exercises disciplined creativity. In works of criticism or analysis, student effectively describes or evaluates voice.</p> <p>Student offers a plausible and well-developed explanation of the rationale for using particular content/imagery, detail, and art elements/principles of design to convey ideas/meaning in own or others' work.</p> <p>Student advances or extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.</p>		<p>Student articulates ways in which creative works provide opportunities to transform individuals, including himself or herself.</p> <p>Student attempts to control or describe voice.</p> <p>Student offers an explanation of the rationale for using particular content/imagery, detail, and art elements/principles of design to convey ideas/meaning in own or others' work.</p> <p>The contribution or originality of the student's creative or analytic work may be implied rather than explicitly identified.</p>		<p>Student's demonstrated awareness of the transformative capacity of creative expression may be limited to superficial, emotional, or idiosyncratic explanations.</p> <p>Student voice or descriptions of voice may be underdeveloped.</p> <p>Student's treatment of the content, imagery, and components of own or others' work may be limited to descriptions without plausible or detailed explanations.</p> <p>Student's creative or analytic products may be derivative, redundant, or otherwise unsuccessful.</p>		
5	4	3	2	1	0	n/a
Comments:						

<i>Performance Criterion 6: Role of viewer/listener/audience</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<p>Student's creative output or analysis of visual art or performance reflects thoughtful consideration of the viewer, listener, or audience.</p> <p>Student work may evaluate, anticipate, or explain a range of audience reactions to a work or performance, the variety of audience readiness to receive a work or performance or the audience impact of that work or performance.</p>		<p>Student's creative output or analysis of visual art or performance reflects consideration of the viewer, listener, or audience.</p> <p>Student work may demonstrate awareness of, but not fully explain, a range of audience reactions to a work or performance, the variety of audience readiness to receive a work or performance or the audience impact of that work or performance.</p>		<p>Student's creative output or analysis of visual art or performance reflects little or implausible consideration of the viewer, listener, or audience.</p> <p>Student work merely recognizes a range of audience reactions to a work or performance, the variety of audience readiness to receive a work or performance or the audience impact of that work or performance.</p>		
5	4	3	2	1	0	n/a
Comments:						

Selected sources consulted:

Creative Thinking VALUE Rubric

Appstate.edu

Smu.edu

Jan Arabas, MCC

NASAD Competencies

http://www.mfaa.msde.state.md.us/source/MDFA_index.asp

Rubistar General Aesthetics

Halim Obeid Ahmed

Donald Arnstine (1966) The Aesthetic as a Context for General Education

Ralph Parente, QCC