

**Aesthetic Perspective**

**Learning Outcome 1: Ability to identify key elements of the discipline or perspective area.**

<b>Learning Outcome</b>	<b>4 Thorough</b>	<b>3 Adequate</b>	<b>2 Limited</b>	<b>1 Weak</b>	<b>Unscorable</b>
<b>Ability to identify key elements of the discipline or perspective area.</b>	<p>Mastery of the vocabulary of the discipline</p> <p>Detailed understanding of the facts that pertain to the discipline</p> <p>Suggested % 85%-100% of items scored</p>	<p>Familiarity with vocabulary</p> <p>General grasp of the facts</p> <p>Suggested % 70%-84% of items scored</p>	<p>Limited understanding of vocabulary</p> <p>Limited grasp of the facts</p> <p>Suggested % 60%-69% of items scored</p>	<p>Little or no understanding of vocabulary</p> <p>Little or no grasp of facts</p> <p>Suggested % Under 60% of items scored</p>	<p>Evidence does not measure learning outcome</p>

**Learning Outcome 2: Ability to explain or utilize the approach or method of analysis in the perspective.**

*Performance and Studio Art Courses*

<b>Learning Outcome</b>	<b>4 Thorough</b>	<b>3 Adequate</b>	<b>2 Limited</b>	<b>1 Weak</b>	<b>Unscorable</b>
<b>Ability to explain or utilize the approach or method of analysis in the perspective.</b>	<p>Creates unique piece of art</p> <p>Correctly identifies technique(s) implemented in creating it</p> <p>Identifies aesthetic intent in creating it</p> <p>Critically evaluates its emotional, sensual, and/or intellectual impact</p>	<p>Creates unique piece of art</p> <p>Correctly identifies technique(s) implemented in creating it</p> <p>Critically evaluates its emotional, sensual, and/or intellectual impact</p>	<p>Creates unique piece of art</p> <p>Identifies technique(s) implemented in creating it</p> <p>Evaluates its emotional, sensual, and/or intellectual impact</p>	<p>Creates unique piece of art</p> <p>Identifies technique(s) implemented in creating it</p>	<p>Evidence does not measure learning outcome</p>

**Learning Outcome 2: Ability to explain or utilize the approach or method of analysis in the perspective.**

*History and Appreciation Courses*

Learning Outcome	4 Thorough	3 Adequate	2 Limited	1 Weak	Unscorable
<p><b>Ability to explain or utilize the approach or method of analysis in the perspective.</b></p>	<p>Correctly identifies the genre and/or time period in which the artwork was created</p> <p>Critically identifies specific and relevant elements of the artwork</p> <p>Explains how the piece contains elements similar to or different from other artworks or other genres</p> <p>Explains the aesthetic and/or historical significance of the artwork</p>	<p>Correctly identifies the genre and/or time period in which the artwork was created</p> <p>Describes elements of the artwork</p> <p>Explains how the piece contains elements similar to or different from other artworks or other genres</p> <p>or</p> <p>Explains the aesthetic and/or historical significance of the artwork</p>	<p>Correctly identifies the genre and/or time period in which the artwork was created</p> <p>Describes elements of the artwork</p>	<p>Incorrectly identifies the genre and/or time period in which the artwork was created</p> <p>and</p> <p>Describes elements of the artwork</p> <p>or</p> <p>Correctly identifies the genre and/or time period in which the piece was created</p>	<p>Evidence does not measure learning outcome</p>

**Learning Outcome 3: Ability to articulate the economic, political, cultural, historical, professional, scientific and/or social context for the art form, artwork, or performance.**

Learning Outcome	4 Thorough	3 Adequate	2 Limited	1 Weak	Unscorable
<b>Ability to articulate the economic, political, cultural, historical, professional, scientific and/or social context for the art form or performance.</b>	<p>Articulate a clear discussion of the context of the art form, artwork, or performance</p> <p>Able to apply correct facts to a discussion of the context</p>	<p>Able to discuss the context</p> <p>Correct understanding of facts but <u>limited</u> application</p>	<p>Marginally able to discuss the context</p> <p>Few facts to support or</p> <p>Incorrect statements presented as facts</p>	<p>Barely able to discuss the context</p> <p>or</p> <p>No support</p>	<p>Evidence does not measure learning outcome</p>