Knowledge Outcomes Rubric – Arts and Design

Introduction

The University of Rhode Island Arts and Design rubric was developed by faculty volunteers. It is important for every student at URI to experience the intellectual and emotional impact of the arts and design and the demands involved when working in these fields. Understanding the significance of arts and design using aesthetic and technical perspectives within the creative life of the university is an important aspect of the experience of being part of a university community.

Framing Language

Student Learning Outcome

Understand and appreciate the context and significance of arts and design using aesthetic and technical perspectives on form, creativity, process and performance.

The Arts and Design rubric covers many fields and is intended to apply to a range of approaches and assignments. While factual knowledge is recognized as important, the rubric also concentrates on the creative processes within the arts and design. In experiential courses, students will demonstrate an understanding of the principles and elements used in the discipline under study, and demonstrate sensitivity to, and creativity with the medium chosen. The work produced will result in a presentation or performance and will be presented to professional standards that engage students in the processing of innovation, divergent thinking and risk taking.

Definition

Understanding and appreciating arts and design enhances the quality of life for all of our students, promotes social responsibility and ensures the preservation of cultural heritage. Aesthetic expression in higher education requires that a student has a strong foundation in the strategies and skills of one or more artistic or design domains in order to make connections and synthesize. Creative thinkers, while demonstrating solid knowledge of the domains' parameters, push beyond those boundaries in new, unique, or atypical combinations. Working at the highest levels of performance, they uncover or critically perceive new syntheses and recognize or use creative risk-taking to achieve a solution. The courses will endeavor, with some element of learning through experience, to enrich a student's understanding of and appreciation for arts and design.

This rubric is recommended for use in evaluating a collection of unique student work over the course term, or a series of exercises and assignments as part of a longer or more complex project which together fully addresses the Arts and Design Student Learning Outcomes. A collection of work could contain a wide variety of different types of work and might include: performances, creative works, exhibitions, design projects, research papers, critiques, compositions, article summaries and exams.

URI Knowledge Outcomes Rubric – Arts and Design

Full Coverage: Courses must address any 5 Elements. Partial Coverage: address any 3 of the Elements.

Elements	Competent	Approaches Competency	Beginning Competency
Identifies concepts, terms and facts related to a specific discipline and audience	Correctly identifies or recalls most or all (e.g. 80% or more) of the requested factual information	Correctly identifies or recalls much (e.g. 70%) of the requested factual information	Correctly identifies or recalls some (e.g. 69% or less) of the requested factual information
Analyzes and interprets the significance of artists and designers, works or ideas through historical knowledge or critical response to an artwork, design or performance	Applies relevant qualities and historical knowledge of the art or design form; exhibits exemplary perception of how artistic or design skills are used	Applies some but not all of the relevant qualities and historical knowledge of the art or design form; demonstrates limited perceptions of how artistic or design skills are used	Recognizes only a few of the relevant qualities and historical knowledge of the art or design form; demonstrates inconsistent perceptions of how artistic or design skills are used
Demonstrates an understanding of the creative and/or design process and the aesthetic principles that guide the arts and/or design	Communicates skillfully and persuasively regarding a variety of techniques and working methods which can be used to produce a chosen art form or design with the aesthetic principles and/or functional demands which guide them	Communicates adequately regarding a variety of techniques and working methods which can be used to produce a chosen art form or design with the aesthetic principles and/or functional demands which guide them	Can only communicate in simple terms regarding few techniques or working methods which can be used to produce a chosen art form or design with the aesthetic principles and/or functional demands which guide them
Appreciates and articulates the varied approaches to arts and/or design in creative expression, preservation of cultural heritage, or social responsibility	Accepts (as either creator or audience member) approaches that differ from one's own; capable of evaluating artistic forms, ideas, designs or techniques that differ from one's own; explores differences in depth	Provides an adequate description of artistic forms, ideas, designs or techniques that differ from one's own; exhibits moderate ability to explore differences	Shows only basic understanding of artistic forms, ideas, designs or techniques that differ from one's own; offers little or no evaluation or analysis; resists exploring differences in depth
Recognizes, comprehends and communicates within a given context, situation or medium	Determines and interprets most or all (e.g.80% or more) of the meaning and/or function of a work of art, design, musical composition, theatrical performance, or other creative activity	Determines and interprets much (e.g.70%) of the meaning and/or function of a work of art, design, musical composition, theatrical performance, or other creative activity	Determines and interprets some (e.g. 69% or less) of the meaning and/or function of a work of art, design, musical composition, theatrical performance, or other creative activity
Applies strategies of planning, goal setting and resolving conflict for specific goals in artistic or design projects	Organizes and prioritizes goals; follows action plan and adjusts to challenges, criticism and conflicts; completes all aspects of the project/performance on time.	Organizes and establishes goals; creates action plan; completes most aspects of the project/performance on time.	Establishes goals but displays difficulty meeting them; attempts to create an action plan; completes 69% or less of the project/performance on time.
Demonstrates innovative and creative thinking and or/skills in a design and/or arts medium as an individual or part of a group	Creates an effective performance or presentation demonstrating sensitivity and creativity within the chosen medium; presented in a highly professional manner relevant to the audience	Creates a proficient performance or presentation demonstrating developing sensitivity and creativity within the chosen medium; presented in a professional manner relevant to the audience	Creates a developing performance or presentation with beginning sensitivity and creativity within the chosen medium; presented in an unprofessional manner relevant to the audience