

## Objective 2.1: Knowledge of the Liberal Arts

## Course: Art 280 Approaches to Creativity

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

### Outcomes 2.1-A: Aesthetic Mode of Inquiry

| By graduation students will:   | Not Proficient  | Developing Proficiency   | Proficient  | Exceeding Proficiency  |
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| Identify concepts and characteristics that illustrate their appreciation and interpretation of an artistic work. | <p>The student does not follow the assignment requirements. The student's descriptions are limited in scope and do not hit the length requirement for the essay.</p> <p>The student describes one of the following about the peer's photos:</p> <ol style="list-style-type: none"><li>1. What is the subject matter in your photos and your peer's photos?</li><li>2. What is the vantage point of the photographer in your photos and your peer's photos?</li><li>3. Describe the setting of your photos and your peer's photos?</li><li>4. Is there an overarching theme to your peer's photos?</li></ol> | <p>The student identifies some of the concepts and characteristics of the photographs. The student needs to use more descriptive words in their analysis. The students describe at least two of the following about the peer's photos:</p> <ol style="list-style-type: none"><li>1. What is the subject matter in your photos and your peer's photos?</li><li>2. What is the vantage point of the photographer in your photos and your peer's photos?</li><li>3. Describe the setting of your photos and your peer's photos?</li><li>4. Is there an overarching theme to your peer's photos?</li></ol> | <p>The student identifies the concepts and characteristics of the photographs. They describe at least three of the following about the peer's photos:</p> <ol style="list-style-type: none"><li>1. What is the subject matter in your photos and your peer's photos?</li><li>2. What is the vantage point of the photographer in your photos and your peer's photos?</li><li>3. Describe the setting of your photos and your peer's photos?</li><li>4. Is there an overarching theme to your peer's photos?</li></ol> | <p>The student dynamically interprets all of the photographs. They include all four of the following points about the peer's photos at great length:</p> <ol style="list-style-type: none"><li>1. What is the subject matter in your photos and your peer's photos?</li><li>2. What is the vantage point of the photographer in your photos and your peer's photos?</li><li>3. Describe the setting of your photos and your peer's photos?</li><li>4. Is there an overarching theme to your peer's photos?</li></ol> |

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| <p>Compose a written work that explores artistic expression by use of critical thinking, analysis, and interpretation of an artistic work.</p> | <p>The student does not follow the assignment requirements. The student's descriptions are limited in scope and do not hit the length requirement for the essay.</p> <p>The student describes one of the following about the peer's photos:<br/>Completes one point.</p> <ol style="list-style-type: none"> <li>1. Discuss how your photos differ from your peer's photos.</li> <li>2. Describe how your photos relate to your peer's photos.</li> <li>3. By looking at your peer's photos, how did they convey beauty?</li> <li>4. By looking at your peer's photos, how did they convey repulsion?</li> </ol> | <p>The student identifies some of the concepts and characteristics of the photographs. The student needs to use more descriptive words in their analysis. The students describe at least two of the following about the peer's photos:<br/>Complete two points:</p> <ol style="list-style-type: none"> <li>1. Discuss how your photos differ from your peer's photos.</li> <li>2. Describe how your photos relate to your peer's photos.</li> <li>3. By looking at your peer's photos, how did they convey beauty?</li> <li>4. By looking at your peer's photos, how did they convey repulsion?</li> </ol> | <p>The student identifies the concepts and characteristics of the photographs. They describe at least three of the following about the peer's photos:<br/>Complete three points:</p> <ol style="list-style-type: none"> <li>1. Discuss how your photos differ from your peer's photos.</li> <li>2. Describe how your photos relate to your peer's photos.</li> <li>3. By looking at your peer's photos, how did they convey beauty?</li> <li>4. By looking at your peer's photos, how did they convey repulsion?</li> </ol> | <p>The student dynamically interprets all of the photographs. They include all four of the following points about the peer's photos at great length:<br/>Complete all points:</p> <ol style="list-style-type: none"> <li>1. Discuss how your photos differ from your peer's photos.</li> <li>2. Describe how your photos relate to your peer's photos.</li> <li>3. By looking at your peer's photos, how did they convey beauty?</li> <li>4. By looking at your peer's photos, how did they convey repulsion?</li> </ol> |
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| <p>Explain how reflection on an artistic work can clarify personal and cultural values, beliefs, and attitudes.</p> | <p>The student does not follow the assignment requirements. The student's descriptions are limited in scope. The student describes one of the following about points:<br/>Completes one point.</p> <ol style="list-style-type: none"> <li>1. Describe your beliefs.</li> <li>2. Describe your culture.</li> <li>3. Which artist's work from this unit relates to you and your background? How is this artist's work similar to your beliefs, values, and attitudes?</li> <li>4. Which artist's work in this unit is very different from you and your background? How does this artist's work differ than your beliefs, values, and attitudes?</li> </ol> | <p>The student identifies some of the concepts and characteristics of question. The student needs to use more descriptive words in their analysis. The students describe at least two of the following points:<br/>Complete two points.</p> <ol style="list-style-type: none"> <li>1. Describe your beliefs.</li> <li>2. Describe your culture.</li> <li>3. Which artist's work from this unit relates to you and your background? How is this artist's work similar to your beliefs, values, and attitudes?</li> <li>4. Which artist's work in this unit is very different from you and your background? How does this artist's work differ than your beliefs, values, and attitudes?</li> </ol> | <p>The student identifies the concepts and characteristics for each question. They describe at least three of the following points:<br/>Complete three points:</p> <ol style="list-style-type: none"> <li>1. Describe your beliefs.</li> <li>2. Describe your culture.</li> <li>3. Which artist's work from this unit relates to you and your background? How is this artist's work similar to your beliefs, values, and attitudes?</li> <li>4. Which artist's work in this unit is very different from you and your background? How does this artist's work differ than your beliefs, values, and attitudes?</li> </ol> | <p>The student dynamically interprets each of the questions. They include all four of the following points at great length:<br/>Complete all points:</p> <ol style="list-style-type: none"> <li>1. Describe your beliefs.</li> <li>2. Describe your culture.</li> <li>3. Which artist's work from this unit relates to you and your background? How is this artist's work similar to your beliefs, values, and attitudes?</li> <li>4. Which artist's work in this unit is very different from you and your background? How does this artist's work differ than your beliefs, values, and attitudes?</li> </ol> |
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**Assignment meeting Outcome 1: Unit 5 Essay – Beauty and Repulsion essay**  
**Assignment meeting Outcome 2: Unit 5 Essay – Beauty and Repulsion essay**  
**Assignment meeting Outcome 3: Quiz for Unit 3**