



AESTHETIC KNOWLEDGE RUBRIC

Central Connecticut State University

Definition: Aesthetic Knowledge

The principles underlying expressive works through time, the concepts which are created by or which frame expressive work, the creative process, engagement with expressive work, and the role of expressive works in shaping and/or reflecting human societies and cultures through time.

Framing Language

This rubric is recommended for use in evaluating and/or critiquing work which studies the contexts surrounding the creation of expressive objects, analysis of creative concepts and processes, and the evaluation of expressive work. This can include the work of others, or the creator's own work. For the purposes of assessment, this rubric considers contexts as separate from concepts, even as we acknowledge that each contemporary and historical context often contain unique concepts. The rubric values both the creative process and the expressive work that results from the process, as well as the role of aesthetic knowledge in influencing human cultures and societies. This rubric can be applied onto critique, evaluation and analysis of existing expressive work, and the creation of novel work, in the following areas: literature, creative writing, music composition, music theory, music history, art, art history, design, industrial design, design history, theatre design, performance, to name but a few. Student work can include musical compositions, discussion posts, short essays, analytic essays, evaluative essays, original arguments, presentations, multi-modal projects, mimetic design, original design, poems, fiction, creative nonfiction, interdisciplinary/multidisciplinary projects, community engagement, practicum.

Glossary

Aesthetics: A group of concepts for understanding the nature of creative expression, artistic ideas, and express works. These concepts address process to product to response and embrace individual experience and cultural and/or social phenomena (Lankford, 1992).

Aesthetic Concept: Ideas or thoughts which serve to identify artistic phenomena. Aesthetic concepts are used to distinguish expressive works from other things (i.e. objects found in nature), to distinguish expressive or artistic behaviors from other activities, and to help determine which counts as an expressive work.

Context: historical and/or contemporary information that may include political, social, environmental, and/or cultural decisions or events that can be described and linked to an expressive work, both directly and indirectly

Creative process: a novel combination of individual/cognitive and social-cultural actions resulting in expressive work

Expressive work: any creative artifact produced by a human or humans which communicates and/or stimulates compelling and unique responses from a viewer.

Unique: an individual's subjective perspective as author/creator and/or critic

Author/creator: the human or humans who create expressive work

Critique: a formal process for receiving aesthetic feedback, usually involving written and/or verbal feedback from instructors and peers in public or semi-public forums

Social Practice Projects: expressive work that focuses aesthetic knowledge toward addressing issues of social diversity, equity and/or justice

CCSU AESTHETIC KNOWLEDGE RUBRIC

	Capstone - 4	3 Milestones	2	Benchmark - 1
Understanding Creative Processes	Communicates clear, consistent, and accurate synthesis of media, techniques, tools, and/or practices of the creative process, as grounded in the expressive work.	Communicates clear analysis of media, techniques, tools and/or practices of the creative process.	Communicates a general discussion of media, techniques, tools and/or practices of the creative process.	Communicates a limited discussion of media, techniques, tools and/or practices of the creative process, with little or no analysis.
Knowledge of Historical and/or Contemporary Contexts	Communicates a clear, consistent, and convincing synthesis of the purpose and/or function of expressive works made in a specific time or culture and addresses the political, social and/or historical aspects of its origin and meaning.	Communicates a clear discussion of the purpose and/or function of expressive works made in a specific time or culture and addresses the political, social and/or historical aspects of its origin and meaning.	Communicates a general discussion of the purpose and/or function of expressive work made in a specific time or culture but is loosely grounded in the selected work. References to political, historical and/or social origins and meaning are vague or brief.	Communicates a limited discussion of the purpose and/or function of the expressive work. Discussion is minimally grounded in the political, social, and/or historical aspects of its origin and meaning.
Knowledge of Aesthetic Concepts	Offers a thoughtful synthesis of the qualities of the expressive work which includes clear, consistent, and convincing evidence of aesthetic concepts, terms and/or ideas.	Offers a clear discussion of the qualities of the expressive work which includes consistent and appropriate evidence of aesthetic concepts, terms and/or ideas.	Offers a general discussion of the qualities of the expressive work which vaguely and/or loosely link ideas, aesthetic concepts, terms and/or ideas.	Offers an unclear or inaccurate discussion of the qualities of the expressive work and lacks evidence of aesthetic concepts, terms and/or ideas.
The Role of Aesthetic Knowledge in Shaping Human Experience	Communicates convincing and novel connections between aesthetic events/expressive work and society/culture through time.	Communicates clear connections between aesthetic events/expressive work and society/culture through time.	Evidences general discussion of connections between aesthetic events/expressive work and humanity society/culture through time.	Evidences unclear, inaccurate, or unjustifiable connections between aesthetic events/expressive work and society/culture through time.
Engagement with Expressive Work	Demonstrates engagement with an expressive work by communicating unique evaluation through sophisticated language and application of theory.	Communicates clear interpretation of expressive work(s) with some theoretical grounding	Evidences analysis of expressive work(s) with little theoretical grounding.	Describes expressive work, with no theoretical grounding.