**GE Visual and Performing Arts**

**Goals:**

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

**Expected Learning Outcomes:**

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

***Scoring Rubric:***

Assessment of GE Visual and Performing Arts Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Capstone  (4) | Milestone  (3) | Milestone  (2) | Benchmark  (1) |
| **(ELO 1)**  **Students analyze, appreciate, and interpret significant works of art.** | Student demonstrates ability for superior appreciation and interpretation of significant works of art. Student’s analysis draws connections across contexts. | Student demonstrates ability to appreciate and interpret significant works of art. Student’s analysis of these works is clear and effective. | Student is able to appreciate and interpret significant works of art but analysis of these works lacks clarity. | Student demonstrates limited ability to appreciate, interpret, and analyze significant works of art. |
| **(ELO2)**  **Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.** | Student’s ability to engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts is superior. | Student demonstrates the ability to effectively engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts. | Student begins to successfully engage in informed observation and/or active participation in a discipline with the visual, spatial, and performing arts. | Student’s ability to engage in informed observation and/or active participation in a discipline within the visual, special, and performing arts is limited. |