

Fitchburg State University General Education Program: Fine Arts Expression and Analysis Rubric

Goal: Fitchburg State University students will articulate, by engaging with art, music, or theater, an understanding of the expressive languages and the technical craft they employ, and interpret their meaning and value, either through the creation or performance of works in art, music, or theater, or through an analysis of their relation to specific cultural, historical, and theoretical contexts.

	Internalizing	Refining	Developing	Emerging
Analyze or creatively employ visual, musical, or theatrical language as a means for the effective communication of ideas, feelings, and beliefs	Consistently analyzes or creatively employs visual, musical, or theatrical language as a means for the effective communication of ideas, feelings, and beliefs	Mostly analyzes or creatively employs visual, musical, or theatrical language as a means for the effective communication of ideas, feelings, and beliefs	Sometimes analyzes or creatively employs visual, musical, or theatrical language as a means for the effective communication of ideas, feelings, and beliefs	Rarely analyzes or creatively employs visual, musical, or theatrical language as a means for the effective communication of ideas, feelings, and beliefs
Understand expressive works as resulting from a network of artistic choices, and demonstrate an ability to describe and/or employ creative processes with greater sophistication	Consistently understands expressive works as resulting from a network of artistic choices, and consistently demonstrates an ability to describe and/or employ creative processes with greater sophistication.	Mostly understands expressive works as resulting from a network of artistic choices, and mostly demonstrates an ability to describe and/or employ creative processes with greater sophistication	Sometimes understands expressive works as resulting from a network of artistic choices, and mostly demonstrates an ability to describe and/or employ creative processes with greater sophistication	Rarely understands expressive works as resulting from a network of artistic choices, and rarely demonstrates an ability to describe and/or employ creative processes with greater sophistication
Compare and contrast works in terms of their theoretical principles, form, meaning, and relation to cultural context, and draws conclusions about the relationship between the	Consistently compares and contrasts works in terms of their theoretical principles, form, meaning, and relation to cultural context, and draws conclusions about the relationship between the different underlying	Mostly compares and contrasts works in terms of their theoretical principles, form, meaning, and relation to cultural context, and draws conclusions about the relationship between the different underlying artistic ideas and beliefs that are revealed through the analysis	Sometimes compares and contrasts works in terms of their theoretical principles, form, meaning, and relation to cultural context, and draws conclusions about the relationship between the different underlying artistic ideas and beliefs that are revealed through the analysis	Rarely compares and contrasts works in terms of their theoretical principles, form, meaning, and relation to cultural context, and draws conclusions about the relationship between the different underlying artistic ideas and beliefs that are

<p>different underlying artistic ideas and beliefs that are revealed through the analysis of works of visual art, theater, or music</p>	<p>artistic ideas and beliefs that are revealed through the analysis of works of visual art, theater, or music.</p>	<p>of works of visual art, theater, or music.</p>	<p>of works of visual art, theater, or music.</p>	<p>revealed through the analysis of works of visual art, theater, or music.</p>
<p>Understand how to identify and use a range of visual art/music/theater historical approaches in the analysis of works (for example, approaches influenced by social history, formalism, psychoanalysis, or feminism)</p>	<p>Consistently understands how to identify and use a range of visual art/music/theater historical approaches in the analysis of works (for example, approaches influenced by social history, formalism, psychoanalysis, or feminism)</p>	<p>Mostly understands how to identify and use a range of visual art/music/theater historical approaches in the analysis of works (for example, approaches influenced by social history, formalism, psychoanalysis, or feminism)</p>	<p>Sometimes understands how to identify and use a range of visual art/music/theater historical approaches in the analysis of works (for example, approaches influenced by social history, formalism, psychoanalysis, or feminism)</p>	<p>Rarely understands how to identify and use a range of visual art/music/theater historical approaches in the analysis of works (for example, approaches influenced by social history, formalism, psychoanalysis, or feminism)</p>
<p>Express one's own response to particular works of visual art, music, or theater in a way that is thoughtful and informed, and demonstrates an understanding of the deep structure of these works</p>	<p>Consistently expresses one's own response to particular works of visual art, music, or theater in a way that is thoughtful and informed, and demonstrates an understanding of the deep structure of these works.</p>	<p>Mostly expresses one's own response to particular works of visual art, music, or theater in a way that is thoughtful and informed, and demonstrates an understanding of the deep structure of these works.</p>	<p>Sometimes expresses one's own response to particular works of visual art, music, or theater in a way that is thoughtful and informed, and demonstrates an understanding of the deep structure of these works.</p>	<p>Rarely expresses one's own response to particular works of visual art, music, or theater in a way that is thoughtful and informed, and demonstrates an understanding of the deep structure of these works.</p>

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Understanding the Rubric

The rubric focuses on five criteria:

1. Analyze or creatively employ visual, musical, or theatrical language as a means for the effective communication of ideas, feelings, and beliefs.
2. Understand expressive works as resulting from a network of artistic choices, and demonstrate an ability to describe and/or employ creative processes with greater sophistication.
3. Compare and contrast works in terms of their theoretical principles, form, meaning, and relation to cultural context, and draws conclusions about the relationship between the different underlying artistic ideas and beliefs that are revealed through the analysis of works of visual art, theater, or music.
4. Understand how to identify and use a range of visual art/music/theater historical approaches in the analysis of works (for example, approaches influenced by social history, formalism, psychoanalysis, or feminism).
5. Express one's own response to particular works of visual art, music, or theater in a way that is thoughtful and informed, and demonstrates an understanding of the deep structure of these works.

The rubric has four levels of performance with a consistent distinguishing term in each criterion.

Performance Level	Distinguishing Term	Explanation: The student artifact is . . .
Internalizing	Consistently	nearly perfect in meeting the criteria (~100%).
Refining	Mostly	above average in meeting the criteria (~75%).
Developing	Sometimes	average in meeting the criteria (~50%).
Emerging	Rarely	in the early stages of meeting the criteria (25% or less)