

Program goal: Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.

	Levels of Competency				
<b>Learning objectives / Desired outcomes</b>	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Mastery</b>
<b>Descriptive Communication</b> <i>The student communicates clearly and precisely, with sufficient observational detail about the work of art.</i>	The student fails to demonstrate an ability to describe the artistic work.	Begins to demonstrate an organized approach to communication, but the description is vague or subjective with an absence of concrete detail	Demonstrates consistent application of organization and uses some details to describe the work of art through choices concisely and mostly appropriate to the artistic discipline.	Demonstrates clear organization with appropriate and sufficient detail to objectively describe the work of art.	Demonstrates skillful use of communication style, organization, and disciplinary conventions that are accurate thoroughly, and objectively describe the work of art.
<b>Analysis and Context</b> <i>The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.</i>	Fails to identify the artistic elements of the work.	Employs some analytical tools to identify artistic elements; however, some aspects of the analysis or citations are incorrect, incomplete, or vague.	Employs some analytic tools to identify artistic elements, with clear and accurate use of disciplinary vocabulary and documentation of sources.	Employs analytical tools and source materials to successfully identify and prioritize artistic elements, as they provide accurate and discipline appropriate evaluation of the work's structure and genesis.	Employs analytical tools and diverse sources to masterfully identify and prioritize artistic elements, as they provide accurate and original evaluation of the work, cited according to the highest standards of the academic discipline.
<b>Interpretation and Response</b> <i>The student provides interpretation that expresses an articulate, thoughtful, and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].</i>	Fails to provide interpretation or expression of meaning.	Begins to assign a personal response to the work, although the interpretive expression is vague, generalized, or clichéd.	Exhibits a clear and personal response to the work that conveys some meaning, or relevance of the work.	Demonstrates a consistently clear, personal, and confident response to the work while thoughtfully articulating the relevance of the work.	Demonstrates a personal response to the work that is thought provoking, perceptive, articulate, and provides evidence to validate existing interpretations or inferences about the work.