

# VISUAL ARTS

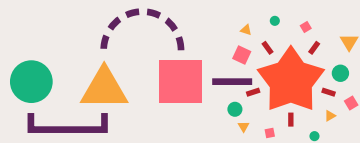
## CREATIVITY & CRITICAL THINKING

This rubric identifies the main subskills related to creativity and critical thinking that students should develop as part of their visual arts education. It can be used to reflect on existing teaching practices and design new activities to foster student creativity and critical thinking. It can be adapted to better fit specific contexts or domains. Teachers/faculty can discuss it with students to build understanding of creativity and critical thinking and ensure these skills are taught and learned explicitly. It is not meant to score students or provide them with a continuum of skill progression.

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# VISUAL ARTS



## CREATIVITY

Coming up with new ideas and solutions



## CRITICAL THINKING

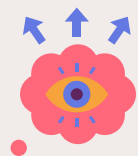
Questioning and evaluating ideas and solutions



## INQUIRING

Make connections to other visual arts concepts and media or to conceptual ideas in other disciplines

Identify and question assumptions and conventional rules in a piece of visual art (content, style, technique, color, composition, etc.)



## IMAGINING

Play with unusual and radical visual arts ideas when preparing or creating a piece of visual art

Consider several perspectives on the content, technique or expression of a piece of visual arts



## DOING

Create visual art that shows expressive qualities or personally novel ways to engage a subject matter

Explain both strengths and limitations of a piece of visual arts justified by aesthetic, logical and possibly other criteria



## REFLECTING

Reflect on steps taken in creating a piece of visual art and on its novelty compared to conventions

Reflect on the chosen expressive choices of a visual arts piece relative to possible alternatives