**Core Assessment Matrix Review**
**Visual and Performing Arts**

| Core Curriculum Goals | Learning Outcomes | Examples of Measurement | Examples of Evidence | Faculty Follow-up Plans |
|---|---|---|---|---|
| Students should be able to speak and write effectively. | Demonstrate orally or in writing the social, political and economic context surrounding significant works of art. | Essays<br>Exams and quizzes<br>Laboratory work<br>Reports<br>Participation<br>Discussions<br>Paper<br>Journals<br>Research paper<br>Oral presentation | Grades<br>Papers<br>Essays | Narrow list of paper topics<br>Create discussion worksheets<br>Greater use of Blackboard<br>Alter journal assignment |
| Students should be able to speak and write effectively.<br><br>Students should appreciate and be able to critically evaluate the arts. | Demonstrate orally or in writing the ability to chronologically sequence selected works of art. | Essays<br>Exams & quizzes | Grades<br>Papers | Reduce periods into smaller increments<br>Focus on specific topics<br>Stress historical context<br>Create visual timeline |
| Students should be able to speak and write effectively.<br><br>Students should understand historical traditions.<br><br>Students should understand the nature of society and the relationships between individuals and groups. | Demonstrate orally, in writing, or through production, how themes or movements developed over time in the subject art. Such demonstration should include social, political and aesthetic development. | Essays<br>Exams & quizzes<br>Discussion<br>Journals<br>Research project | Grades<br>Presentations<br>Quizzes | More topic emphasis<br>Create discussion worksheets<br>Alter journal assignment |
| Students should be able to speak and write effectively. | Demonstrate orally or in writing an understanding of critical approaches to evaluating key works in the subject art. | Papers<br>Oral presentation<br>Exams<br>Class exercises<br>Debates<br>Discussions<br>Journals | Grades<br>Essays | Allot more time<br>Greater use of Blackboard<br>Alter journal assignment |
| Students should understand the process of seeking truth and disseminating knowledge. | Recognize evaluative norms proper to specific works and movements. | Papers<br>Exams<br>Written assignments<br>Participation<br>Discussions | Grades<br>Essays | More topic focus<br>Greater use of Blackboard<br>Alter journal assignment |

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|---|---|---|---|---|
| Students should be able to express ideas in an articulate and persuasive way. | Articulate and defend their judgments through a studied, engaged, and informed process of reflection as well as action. | Papers<br>Oral presentation<br>Exams & quizzes<br>Discussions<br>Creation of play<br>Journals<br>Blackboard discussions<br>Group projects | Grades<br>Papers | Allot more time<br>Change quizzes to writings |
| Students should be exposed to opportunities to work for social justice. | Attend displays of the subject art (performance, museum, etc.) outside classroom/campus experience, with an emphasis on marginalized/artistically under-represented communities as well as the traditional canon. | Written assignment<br>Paper<br>Blackboard discussions<br>Class survey<br>Concert reports | Written work<br>Papers | Expand discussions<br>Require attendance<br>Narrow film list<br>Assign short papers |
| Students should understand and value cultural and ethnic differences in a multicultural society and globalizing world. | Access a broad variety of traditional and non-traditional cultural resources locally and globally. | Quizzes<br>Papers<br>Research project<br>Class survey<br>Weekly articles | Written work | Review library research skills |