

UNIT 7 CULMINATING ACTIVITY: WHAT COUNTS AS ART?

(ASSESSMENT OF LEARNING)

Your Task:

- Write an expository essay (approximately 1000 words) to answer these two questions: “What counts as art? What does not count as art?” Unlike an argumentative essay, in this exposition of the topic you do not need a strong thesis statement. Instead, focus on developing a clear definition of what art is, and what it is not.
- In your introduction, clearly lay out the subtopics you cover in your essay.
- Provide illustrations and/or artwork that you create, in the form of lyrics, collage, drama, sculpture, or dance (etc.) to illustrate the main idea of your essay. This will be an artistic representation of how you answer the question “What counts as art?” Be sure to strike a balance between creativity and critical reflection (form and content) in your work.
- Properly reference secondary sources (in-text or footnote/endnote) and credit any images you download. (Referencing can be done through easybib.com, or by accessing Web links for APA, MLA, Chicago, or Harvard styles.)
- Provide a bibliography or works-cited list at the end of your essay. (This is a skill that will be required at university or college, so work on it now!)
- Share your work informally (in circles, if an essay) or formally (if in a presentation format).

Alternative Tasks:

1. Prepare and present a PowerPoint presentation that answers the questions: “What counts as art? What does not count as art?”
2. Create and present an original movie (approximately five minutes long) that answers the questions: “What counts as art? What does not count as art?”

Additional Instructions:

- As you read Chapters 19-21, consider the theories of aesthetics that appeal most to you, and use these to guide your decisions as to what defines art. Do not merely repeat what Tolstoy or someone else says; express your own views, and offer critical commentary on the views of others. To get started, draw on earlier activities in which you considered criteria for art (e.g., see these questions and pages in your textbook: section question, page 472; section questions 1-3, page 482; section questions 1-4, page 486; Chapter Review questions 2, 4-6, pages 492-493).
- Consult Appendix 1 and 2 in your textbook (pages 544-553) on researching and writing the essay.



BLM 19.1 Continued

Evaluation Criteria: Examine this rubric to understand how your work for this culminating activity will be assessed.

Category	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
knowledge: 5 marks	Demonstrates little understanding of aesthetic theories.	Demonstrates some understanding of aesthetic theories.	Demonstrates good understanding of aesthetic theories.	Demonstrates excellent understanding of aesthetic theories.
thinking: 5 marks	Makes few connections between thinkers, artists, and ideas. Shows little critical reflection and/or creativity.	Makes adequate connections between thinkers, artists, and ideas. Shows some critical reflection and/or creativity.	Makes many relevant connections between thinkers, artists, and ideas. Shows good critical reflection and/or creativity.	Makes many deep and relevant connections between thinkers, artists and ideas. Shows sound critical reflection, analysis and/or creativity.
communication: 5 marks	Presentation had many flaws, seldom adhering to conventions of the language but making some errors (grammar, spelling, organization; or voice projection and modulation, timing, gesture, and emphasis).	Presentation was lacking, not adhering to all conventions of the language (grammar, spelling, organization; or voice projection and modulation, timing, gesture, and emphasis).	Neatly written or presented, correctly using the conventions of the language (grammar, spelling, organization; or voice projection and modulation, timing, gesture, and emphasis).	Superb presentation, masterfully using the conventions of the language (grammar, spelling, organization; or voice projection and modulation, timing, gesture, and emphasis).
application: 5 marks	Has few or weak examples of art. Uses little or unclear criteria to delineate. Not using proper referencing technique.	Has some examples of art. Uses some criteria to delineate, but not sufficiently clear. Working toward proper referencing technique.	Good examples of art chosen. Uses clear criteria to delineate. Uses proper referencing technique.	Outstanding examples of art chosen. Uses clear and analytical criteria to delineate. Uses proper referencing technique.

