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.

This rubric was developed by the OECD for the CERI project Fostering and assessing creativity and critical thinking skills. It is available under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 IGO licence (CC BY-NC-SA 3.0 IGO). © OECD
OECD CONCEPTUAL RUBRIC

VISUAL ARTS

CREATIVITY
Coming up with new ideas and solutions

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.)

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

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

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

INQUIRING

CRITICAL THINKING
Questioning and evaluating ideas and solutions

IMAGINING

DOING

REFLECTING