

ASSESSMENT OF VISUAL ARTS LEARNING

Assessment is an ongoing process of gathering evidence of and making judgements about a student's needs, strengths and achievements.

Assessment should focus on both the process used by the student as well as the artwork produced. Assessment may occur by employing the following strategies:

- **Observation:**
of students while engaged in visual arts activities
 - **Discussion:**
with students, teachers, parents
 - **Questioning:**
of students while engaged in the activity or at the end of the course
 - **Testing:**
which can be oral or written, informal or formal
 - **Record keeping:**
of student work samples, student comments and student achievement
- Peer group assessment :
based upon predetermined and clearly understood criteria.

Questions which may assist students to evaluate their own work could be:

- ▮ What is the best way to start?
- ▮ How can I develop the piece?
- ▮ What do I like about the artwork?
- ▮ How can I improve the work?
- ▮ How does it compare with my other work?
- ▮ Would I make any changes if I were doing the artwork again? What would these changes be?

Questions which draw the students' attention to specific points and lead the student to make judgements about ideas, materials and techniques could be:

- Is the work a drawing, a painting, a photograph etc.?
- How are the materials used?
- What tools might the artist have used?
- What time of the day (or year) is it?
How do you know?
- What is the artist trying to say?
- How does the artwork make you feel?
- What is the most important part of the work?

The 1989 Visual Arts K-6 Syllabus provides further guidelines for assessing student learning and evaluating visual arts programs and policies.

EVALUATING VISUAL ARTS POLICIES AND PROGRAMS

Evaluation is the process of gathering data and making judgements about the effectiveness of teaching programs, teaching practice, and school policies.

Evaluation may occur by employing the following strategies:

- **Observation:**
of students while engaged in visual arts activities
- **Discussion:**
with students, teachers, parents
- **Questioning:**
of students while engaged in the activity or at the end of the course, where students, teachers and parents may make comment and express opinions
- **Testing:**
which can be oral or written, informal or formal
- **Record keeping:**
of student work samples, student comments and student achievement.

Questions teachers may ask themselves could be:

Am I providing a safe and happy environment so that students can:

- acquire knowledge and understandings?
- acquire skills?
- acquire self-confidence?
- explore and take risks?
- analyse and respond?
- communicate and express ideas?

Am I:

- providing sequential visual arts experiences?
- communicating clearly?
- setting realistic goals?
- providing sufficient resources, materials and equipment?
- giving constructive feedback?
- using appropriate teaching and learning strategies for the desired outcomes?
- providing suitable space for working, and suitable space for display?

Is the curriculum:

- relevant to the needs, abilities, and interests of the students ?
- reflective of Departmental policy statements such as that on gender equity ?
- formalised as a school visual arts policy?

The 1989 Visual Arts K-6 Syllabus provides further guidelines for evaluating visual arts learning, and visual arts programs and policies.