

MART103 Assessment in Art Education

ECTS Value: 3 ECTS
Self-Study Hours: 36

Contact Hours: 15
Assessment Hours: 24

Overall Objectives and Outcomes

Through this module, prospective art teachers will gain additional knowledge on the importance of assessment as a means to determine students' achievement according to attainment levels in art education. At the same time, the assessment processes applied can also serve as a reflective practice to determine the effectiveness of the lessons and teaching methods being used to reach all students.

By the end of this module, the learner will be able to:

Competences:

- a) Create activities and assessment methods to demonstrate an understanding of the learning outcomes framework;
- b) Develop traditional as well as performance-based assessment techniques in art education which are appropriate to level;
- c) Create appropriate activities and tasks that can be assessed according to abilities and learning outcomes;
- d) Employ reflective processes which serve as continuous evaluation of both teaching and learning.

Knowledge:

- a) Demonstrate an understanding of the difference between formative, evaluative and summative assessment as essential parts of teaching and learning in art education;
- b) Demonstrate an understanding of how formative assessment can promote learning and achievement via feedback and revisions in art education;
- c) Outline the use of assessment methods to focus on meeting expectations for all and on an individual basis.

Skills:

- a) Apply written and verbal feedback as an integral part of assessment to inform students on continuous progress of their learning;
- b) Make use of a portfolio as an assessment tool to find a balance between process and final product;
- c) Employ the use of a sketchbook as part of a formative assessment method;
- d) Make use of group discussions and class critiques which offer opportunities for revisions of artwork being developed;
- e) Employ self-assessment tasks with the intention to encourage learners to reflect on their own practice and assess whether or not they achieved the criteria of the project/lesson.
- f) Use rubrics as an assessment tool to facilitate the understanding of different learning outcomes/criteria.

Assessment Methods

This module will be assessed through: Presentations, Group Discussions and Written Assignment.

Suggested Readings

Core Reading List:

1. Eisner Elliot W. & Day Michael D. eds. (2004). *Handbook of Research and Policy in Art Education*. Published by Lawrence Erlbaum Associates.
2. Hume Helen D. (2014). *The Art Teacher's Survival Guide for Secondary Schools*. John Wiley & Sons Inc.
3. Gillham Bill and McGilp Helen, (2007). *Recording the Creative Process: An Empirical Basis for Practice- Integrated Research in the Arts*. The Authors, Journal compilation. Blackwell Publishing Ltd.
4. Graham, Mark. (2019). *Assessment in the visual arts: Challenges and Possibilities*. Arts Education Policy Review. 120. 1-9.

Supplementary Reading List:

Beattie, D.K. 1997, *Assessment in Art Education*. *Art Education in Practice Series*, Davis Publications, Inc., 50 Portland St., Worcester, MA 01608.