

Visual Arts

Learning Progression

and

Assessment Methods

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Visual Arts Learning Progression – Focus on CI

This progression is inclusive of learning across all four strands, through a CI focus. Use when students are talking or writing about their own and others artworks. Each stage builds upon and is inclusive of earlier stages.

Level 1	i	Labels objects Gives brief (1-2 word) responses when prompted Begins to show awareness of media
	ii	Talks about what an artwork is about Responds to questions about artwork Comments on discoveries made during exploration Recognises that artworks have a place and purpose in people’s lives
	iii	Talks about aspects of an artwork and how and why it was made Begins to link ideas in artwork to choices made Begins to use some arts vocabulary Expresses ideas about effects and qualities of materials and processes
Level 2	i	Describes an artwork, how it was developed and the ideas it conveys Explains the effect of 1-2 choices made Talks about the purpose of specific artworks and their significance within a community
	ii	Begins to link choices (of techniques, materials, processes etc.), to ways of communicating ideas Shows some evidence of planning and exploring ideas towards final work Begins to identify problems faced in making artworks and suggest possible solutions.
Level 3	i	Describes ideas in work, and the relationship with techniques/processes. Explains how ideas were developed Identifies use of elements and explains use of principles of composition. Investigates the purpose of artworks and talks about their context Uses introduced vocabulary when making and responding to artworks
	ii	Comments on a particular approach, (convention, procedure, or process) used in making objects and images. Begins to use, develop and recognise personal approaches, and explain their meaning or effect Describes problems faced in producing work and how they were resolved Describes different kinds of ideas found in different artworks
Level 4	i	Identifies ways artwork is influenced by artist model’s approaches Explains choice of materials, techniques, symbols and motifs to convey intention Investigates the purposes of artworks and identifies their contexts
	ii	Uses introduced vocabulary consistently in making and responding to artworks Explains how ideas were initiated and developed in artwork Describes evidence of conventions, used in the work Shares findings about why and how an artwork conveys meaning/ideas



Assessment Methods

Assessment is integral to learning and achieving in the arts. Effective assessment promotes student learning, raises standards and reduces disparity of achievement.

The Arts in the New Zealand Curriculum, page 91

Assessment which is explicitly designed to promote learning is the single most powerful tool we have for both raising standards and empowering lifelong learners

National Assessment Strategy, online workshop, TKI

The intention is to:

- reinforce links between effective assessment practice, teaching and learning
- recognise opportunities for active teaching and assessment within learning experiences in the arts classroom
- support teachers to gather evidence that informs their next steps and reporting

Teachers need to:

- establish clear learning intentions
- share learning intentions and develop success criteria with students
- ensure multiple opportunities for students to revisit and achieve learning outcomes
- allow regular opportunities for students to reflect on their achievement against expected learning outcomes and criteria

In the following pages four assessment methods are described:

- Student-Teacher conversations
- Work samples
- Written responses
- Observations

Each method is described separately to distinguish the nature of information to be gained. The four methods recognise the opportunities that occur in the course of frequent teacher-learner interactions to provide students with helpful feedback and feedforward about their work. Within the classroom the four methods are likely to be used informally, in combination.

They utilise opportunities that exist within every classroom learning experience to collect, analyse and use information to improve teaching and learning.

Each assessment method provides a source of information to help identify a student's stage of development, deciding where they "best fit" within a learning progression. Teachers should not use these assessment methods as discrete tools, but allow their judgement to be informed by a mix of all forms.

Teachers using these methods will need to find efficient ways of recording and storing information gathered about student learning. Refer to Arts On-line (insert page url) for examples.



Student–Teacher Conversations

Guidelines:

- Ask open-ended questions that relate specifically to the work under discussion
- Be prepared to wait 3-5 seconds for students to answer
- Genuinely listen to and build on student responses
- Ask students to clarify, elaborate or extend on initial responses
- Ask children to explain the choices they have made in their work. Provide prompts, e.g., “I like these fine wispy lines here ... Why did you ...?”
- Use child appropriate vocabulary but include specific visual arts vocabulary introduced for the learning in progress
- Link questions directly to key learning intentions from the unit of work. Refer to *Focus Questions* in Pasifika and Māori Visual Culture resources.
- Ask students to describe their learning against the success criteria
- Ensure students have regular opportunities to reflect on their achievement.

Possible question starters

Tell me about . . . ?

How did you decide . . . ?

Can you explain . . . ?

The sample questions on the following page are examples of the types of questions you might ask students. Use them as a guide only. Make your questions specific to the context of the artwork and responsive to the student’s comments.

Broad questions are most likely to elicit level 1-2 responses.

More specific questions are most likely to elicit level 2-3 responses.

Focused indepth questions are most likely to elicit level 3-4 responses.

Student responses to questions will help teachers to determine the student’s working level and identify their “best fit” within the learning progression.



BROAD

What do you think about the artist's work?

Tell me about your artwork.

If you were making this artwork again what would you change?

How did you decide where things would go?

Tell me about the materials you used. How did you use them?

What are you pleased about in your art work? Why?

How did you make those colours (lines, shapes, etc.), and why?

GENERAL

What are the main ideas in your (the artist's) work?

Describe the techniques and processes you have used with materials and tools. Did you get any ideas from the artist?

How have you arranged and combined lines and shapes etc to communicate ideas?

What do you like about the materials you have used?

What decisions did you make? Are you pleased with them?

Is there a main focus? How does that work?

SPECIFIC

How have arranged your art work (elements, principles) so the viewer understands the main ideas?

How did you develop the ideas for your art work?

How have you used techniques and processes? What effects did this create?

Can you explain why you used.....?

In what ways has your work been influenced by other artists or art making practices?

What problems did you face? What were your other options?

How have you refined your understanding of materials and techniques?



Work Samples

- Can provide information about student achievement across all four strands
- Can provide a focus for discussion and reflection, complete or in progress
- Should reflect student learning at various stages of the art-making process.
- Are best considered in conjunction with other assessment methods, especially students' verbal or written comments.
- Should consist of related works and activities (not isolated examples)
- Should be considered in relation to shared learning intentions

Work samples could include:

- drawings to develop ideas and imagery
- drawings to plan composition
- explorations of techniques, materials etc.
- exploration of the use of elements and principles to convey ideas
- reflections on final work – against SLO's and success criteria
- completed works, (single or a series)

Note: Students' reflective comments provide information about their learning and reveal when choices have been conscious and deliberate

Which aspects of a student's development can we determine from work samples?

Key Principles, informing progression

These five key principles can be seen to underpin assessment and characterize progression in the arts.

Complexity: students revisit concepts and skills in increasingly complex and sophisticated ways

Control: students acquire increasing control in using art forms as a medium of expression and communication

Depth: Students move from exploring a broad range of arts experiences to engaging with more specific aspects in more depth

Independence: Students become increasingly autonomous and self-directed and depend less on teacher direction and support

Consciousness: Students are increasingly able to deliberate on and structure their works and articulate their thinking and choices

The New Zealand Curriculum Exemplars: The Arts (page 1)



Written Responses – Learning Journals or Visual Diaries

What is a Learning Journal?

Arts learning journals document students' thinking and engagement as they learn in, through and about the arts, drawing and writing to record and reflect on key learning. An effective learning journal records the student's process of exploring, developing and refining ideas and using materials and processes over time. They can take many forms. They can be a regular part of students' art-making practice, allowing them to keep all reflections together in one place.

The ultimate purpose should be to improve student learning.

It should help teachers and students to:

- focus on student learning
- articulate their ideas and understandings
- develop art vocabulary
- support the active-reflective process of learning in the arts
- develop success criteria using exemplars of achievement
- co-construct meaning
- promote effective self, peer and teacher evaluation
- reflect on individual student achievement over time
- report informally and share student learning with the community
- contextualise student art-making within a broader social/cultural context

What might be included in a learning journal for the visual arts?

- learning intentions (for the unit of work)
- success criteria (developed with and by the students)
- explanations and examples that illustrate key aspects of learning
- illustration that supports verbal instructions and teaching points
- explorations of techniques and processes with materials and media
- exemplars of ideas explored and developed
- drawings and images collected to develop ideas
- written comments to show thought processes and understanding
- digital photos recording stages of the art-making process
- self and peer evaluations against learning outcomes and criteria
- artist models and background information or research
- exemplars,
- with notes about what the work shows
- next steps developed and identified individually or as a class
-

Setting up a Learning Journal

- **Provide examples** of the types of learning journals you will use
- **Establish guidelines** and structures to ensure that keeping a journal is a useful, purposeful and meaningful task for students.



- **Model ways** of recording reflections for an individual or class journal, for example, involve all students in a shared writing task before they write their individual comments.

Possible formats

Class learning journal: A class journal should reflect the voice, ideas and process of the students and include a combination of shared, guided and independent writing approaches, plus samples of work annotated to record what has been learnt. It can be. It should be attractive and interesting, a source of motivation, inspiration and ideas, a useful key reference resource at all levels.

Use it to:

- support and celebrate student learning
- report on achievement to parents and community.
- provide visual prompts for student-teacher conversations.
- provide a focus for the co-construction of learning.
- **Drawing book:** A place where children draw and develop art ideas and begin to include a reflective comments and information on their learning.
- **Individual student journal:** These can be introduced as children develop the ability to independently record their ideas. Children can use them regularly to show, reflect and comment on what they have learned as they developed and communicated their visual ideas.
- **Class scrapbook:** Designed to be shared by all students; easily seen; visually interesting (to encourage regular revisiting); of strong, durable construction to withstand frequent handling; used at art time and for independent reference across the curriculum. (Consider A2 Cartridge, bound and stapled. A booklet per term or unit focus).
- **Electronic record** Use a digital camera in the classroom as a cheap and simple way to record key stages in children's art-making. Children can write their own commentary, reflecting on what they have learnt or discovered; what their work shows or what they intended.
- **Individual power point** Combine electronic images to create a power point display
- **Class gallery** Display relevant work created by all the children
- **Individual Student gallery** display a sequence of works or individual works by individual students.



Observations

Students' comments and actions provide a source of information about what they know, think or feel. Consider the range of things to look and listen for during class activities.

Guidelines: Observations may include:

- individuals, pairs or groups of students
- overheard conversations
- student comments - to selves, peers or teacher
- noticing students as they work, using-applying processes, techniques etc.
- choices made by students, questions asked, ideas initiated
- interactions during peer/pair share discussions
- using a checklist to identify specific vocabulary children are using
- using a checklist against SLOs and success criteria
- students level of control and independence in using materials, techniques, processes etc.

Teachers can use classroom observations, with other assessment methods, to determine where students "best fit" against the indicators of the learning progression.

Recording observations:

Teachers may choose to record significant comments that students make:

- as part of visual display to exemplify student learning in the arts
- as part of the class journal/visual diary that records visual arts learning
- on a class checklist that records relevant comments against SLOs

Kinds of teacher observations:

These may vary from informal to structured activities set by the teacher:

- noticing students as they work and talk
- specific tasks or questions to guide peer discussion or evaluation



Resources and References

Questioning

Models of questioning

Refer to examples of questions in the following resources

- MOE booklets and posters series: *Exploring the Visual Arts in years 1-6: Series*. Refer to model for responding, describe, analyse, interpret, and evaluate. See examples of context specific questions, e.g., Painting – Lindsay Crooks
- Māori and Pasifika Visual culture resources: *He Wakahuia Toi Māori. Māori visual culture in Arts Education Years 7-1 and Pasifika Visual Arts. A resource for teachers of Years 7-10*. Learning outcomes and focus questions for reflection
- Art map compass

Readings

Effective Literacy Practice in years 1 to 4. MOE 2003

Like writing off the Paper: Report on student learning in the Arts. MOE 2004

Unlocking Formative Assessment. Clarke, S., Timperley, H., & Hattie, J. 2003

Chapter 6 Questioning:

- strategies for effective questioning
- strategies to ensure more children respond to questions
- links between learning intentions and questioning
- impact of teacher responses
- types of higher order questions - application, analytical, synthesis, evaluation etc.

Coordinating art across the primary school. Clement, Piotrowski, & Roberts, 1998

Questioning strategies to encourage young children to talk about art. Taunton. 1983



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http://www.tki.org.nz/r/assessment/index_e.php
http://www.tki.org.nz/r/assessment/overview_e.php



Arts Curriculum: Levels	Level One									Level Two							
Progress Indicators: Stage	i			ii			iii			i			ii				
Visual Arts Progression Focus on CI	Labels objects	Gives brief (1-2 word) responses when prompted	Begins to show awareness of media	Talks about what an artwork is about	Responds to questions about work	Comments on discoveries made during exploration	Recognises that art works have a place and purpose in people' s lives	Talks about aspects of an artwork and how and why it was made	Begins to link ideas in artwork to choices made	Begins to use some arts vocabulary	Expresses ideas about effects and qualities of materials and processes	Describes artwork, how it was developed and the ideas it conveys	Explains the effect of 1-2 choices made	Talks about the purpose of specific art works and their significance within a community	Begins to link choices (of techniques, materials, processes etc.), to ways of communicating ideas	Shows some evidence of planning and exploring ideas towards final work	Begins to identify problems faced in making artworks and suggest possible solutions

Arts Curriculum: Levels	Level Three								Level Four							
Progress Indicators: Stage	i				ii				i				ii			
Visual Arts Progression Focus on CI	Describes ideas in work, and the relationship with techniques/processes.	Explains how ideas were developed	Identifies use of elements and explains use of principles of composition.	Investigates the purpose of artworks and talks about their context	Uses introduced vocabulary when making and responding to artworks	Comments on a particular approach, (convention, procedure, or process) used in making objects and images.	Begins to use, develop and recognise personal approaches and explain their meaning or effect	Describes problems faced in producing work and how they were resolved	Describes different kinds of ideas found in different art works	Identifies ways artwork is influenced by artist model's approaches	Explains choice of materials, techniques, symbols and motifs to convey intention	Investigates the purposes of artworks and identifies their contexts	Uses introduced vocabulary consistently in making and responding to artworks	Explains how ideas were initiated and developed in artwork	Describes evidence of conventions, used in the work	Shares findings about how why and how an artwork conveys meaning/ideas