

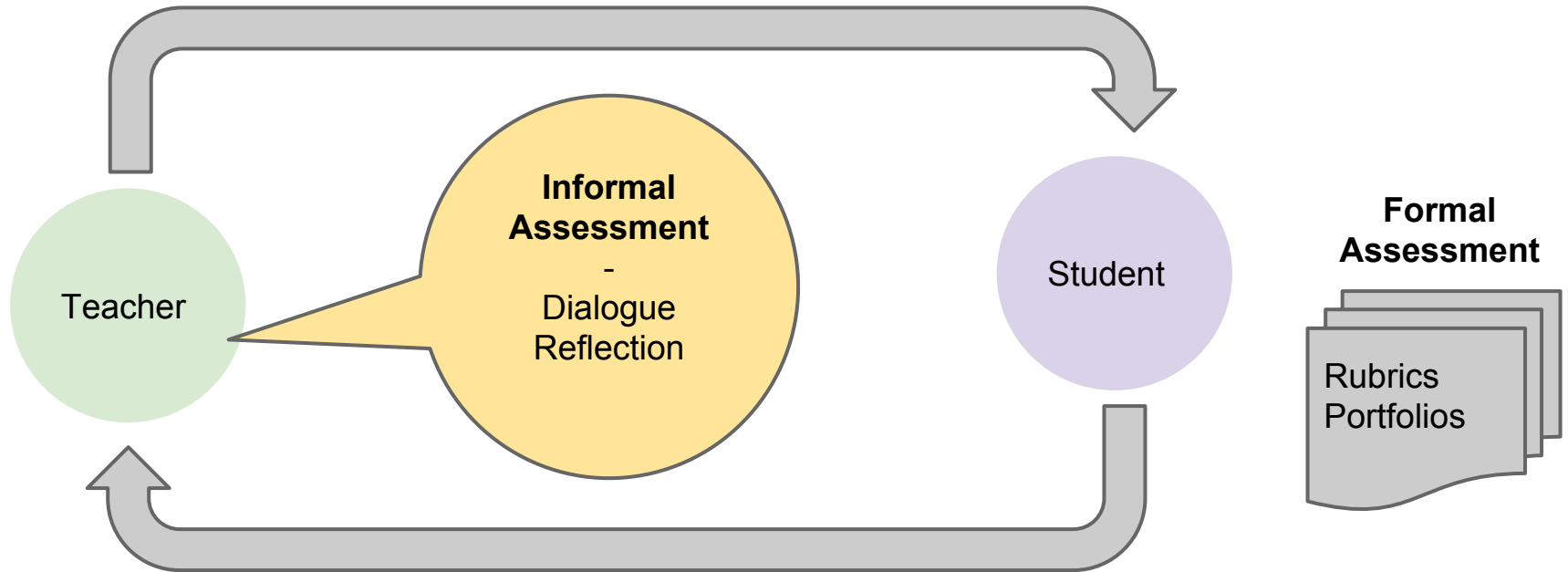
# **Assessment in Art Education Part II**

Pratt Institute

# **Art Assessment & the Artist Process**

A study by Jeannie Monico

# Art Assessment & the Artistic Process



# Methodology

- Methodology: Narrative Analysis
- Methods:
  - a. Textual research and analysis
    - Literature review on art assessment
  - b. Interviews
    - 2 public school teachers
    - 3 college professors
  - c. Action Research
    - Implementing assessment me

# Analysis & Interpretation

## FINDINGS

- Misconception about what art education should teach students
- Focus on product vs. process impacts experience of students
- Artistic process can be used to inform art assessment

## ARTISTIC PROCESS

1. Impulse/Desire to Make/Problem to solve
2. Exploration, Experimentation, Dialogue, Decisions
3. Reflection
4. Repeat

# Conclusions

- Engage in dialogue while students are making art
- Encourage students to discuss art together
- Ask questions at the end of art-making that require reflection on process
- Dedicate entire class periods to reflection

# **Interpreting Art**

Terry Barrett

# Methods

- **Seeing** - describing what we see but also making connections between an artwork and our own personal experiences
- **Telling**- writing and speaking about what we see and experience builds meaning (quick-writes)
- **Interpreting** - understanding context, connecting past to present, and future



# Asking Good Questions

Descriptive

What do you see?

What does it mean?

Analytical

How do you know?

Criteria:

Listening Skills  
Observation  
Verbal Articulation

Interpretive

## **Personal interpretation**

- storytelling
- writing reflections
- drawing exercises

## **Communal Interpretations**

- art history
- group reflection
- visiting artist or  
community  
member

*The goal of interpreting is not to seek one, true, eternal interpretation but rather to construct interpretations that are insightful, original, interesting, provoke new thoughts, expand meaningful connections...*

# Inclusive Assessment

1. Maintain high expectations
2. Promote communicative competence
3. Use the principles of Universal Design for Learning
4. Know how to select and use appropriate accommodations for individual students
5. Make use of evidence-based practices
6. Target instruction and use formative indicators of student performance

# society for disability studies

[home](#)[membership](#)[conference](#)[awards](#)[publications](#)[about sds](#)[Home](#) » Publications

## publications

Each year, the SDS publishes two newsletters (fall and spring) to apprise members of its projects and commitments and to share good news.

SDS also sustains a number of listservs, one universal and several dedicated to particular member caucuses. Listservs are purged of non-renewed members each year in February; renewing early ensures continuous access to the wealth of knowledge and connections that the listservs provide.

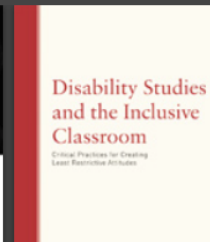
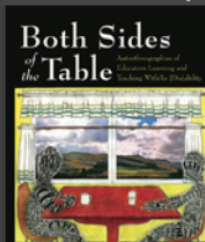
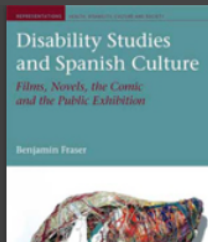
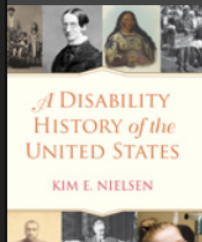
SDS also supports the oldest peer-reviewed, interdisciplinary journal devoted to disability studies, *Disability Studies Quarterly*. Thanks to the generous support of the Knowledge Bank initiative at The Ohio State University, DSQ is open-access and fully accessible to a varied readership.

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## new works in disability studies



# NVAS Connection: Creating

- Participate in the IEP development process
- Modify tools and materials for use by students with disabilities.
- Use assistive technology such as grips + fasteners
- Present information in a variety of formats
- Use the ABC Model: augment abilities and bypass, or compensate for (dis)abilities.
- Organize workspace by arranging materials to be identified by touch rather than sight.
- Modify painting approaches to include the use of stencils, or thicken paint with sand to differentiate color
- Adjust timelines to provide additional time for students to complete work.

# NVAS Connection:

## Responding/Connecting

- Provide varying ways students can express what they've learned.
- Allow for:
  - instructional pacing variation
  - kinesthetic strategies
  - peer teaching
  - sequencing processes into small components
  - role-play/tactile and manipulative methods
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of sophistication in interpretations
- Create social and instructional supports that include all stakeholders, particularly all students in the art class who are working with special educators, to discuss strategies for inclusion.

# Arts Values Cited For Special Needs Students

## by Classroom Teachers, Arts Specialists, and School Administrators

### The Arts Increase

Communication

Engagement

Discovery

Focus

Time on task

### The Arts Develop

Self-confidence

Sense of self-worth

Sensory skills

Fine and gross motor skills

Social skills

Turn taking skills

Sense of community

### The Arts Can Increase

Intrinsic Motivation

Positive risk taking

Abstract thought and expression

Ability to synthesize and recognize connections

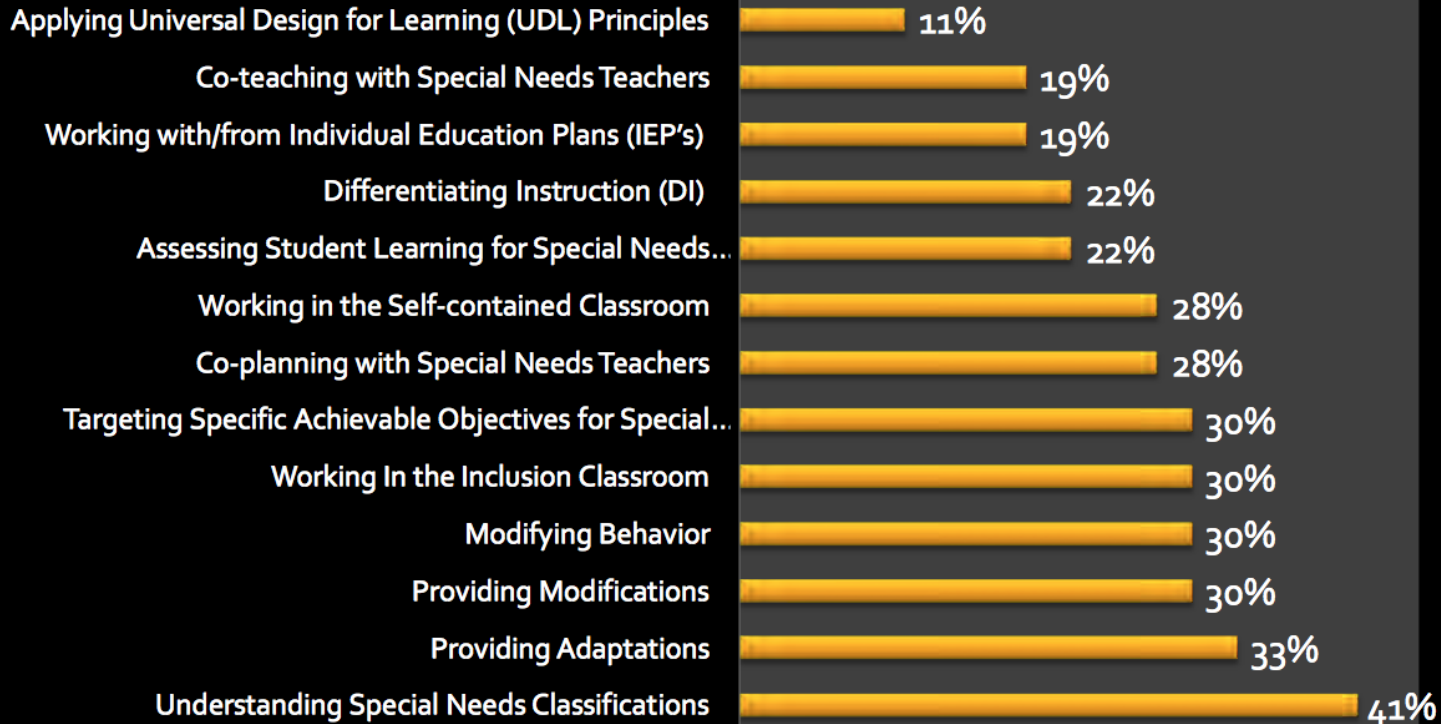
Attendance, especially in high school

Source: The Center for Arts Education, 2009



# Survey: Teaching Artist Professional Development

## Professional Development Content (N=68)





# How to Use Games for Assessment

from **Institute of Play** PLUS 11 months ago / via **Final Cut Pro** / NOT YET RATED

Angela Lee  
Duckworth

Grit, Motivation &  
Growth Mindset



## Learning Theories

- Formalism/Naturalism
- Creative Expressionism
- Constructivism
  - social constructivism
- Cognitive/Psychoanalytic
- Modernism
- Post-Modernism/Visual Culture

## Pedagogy

Within Visual Arts Ed:

- Inquiry-based learning
- Project-based
  - problem solving
- Child-Centered learning
  - Interest Driven
- Experiential/Embodied pedagogy
- Critical Pedagogy + Democratic Education

# Example Performance Tasks

- Discussion, Lecture
- Demonstration, Skillshare, Workshop
- Individual Performance Task (art making)
- Collaborative/Individual Project (art making)
- Reflection, Critique,
- Experience, Movement
- Real-World Application, Field Trip