

Assessment Methods

The intention of this essay will be to review and evaluate a range of different assessment methods for art in a secondary school. I will justify the types of assessment records I would complete and explain why.

As an art teacher asking effective questions will challenge learners to think and to deepen their understanding in order to comprehend what is being taught. There are some important strategies to consider in the way questions are asked relating to the time given to answer the questions by the pupils. Allowing more than five seconds for pupils to answer question or referring the question to another learner. The teacher can encourage that individual to come up with the answer. By lengthening the time given to answer the question during class time this will challenge the entire class to develop their response and be more confident to share within the group.

The type of questions that I would put forth towards the learners are open and probing questions. The probing questions will encourage pupils to broaden and elaborate on their responses. I would ask open questions such as; why do you enjoy art as a subject in school? This will require them to answer the question by explaining in their own words and using their feelings to express themselves. The teacher can then use the praise sandwich to provide feedback to pupils.

In the classroom I would use the method of allowing the learner not to put their hands up. Therefore I would be able to ask anyone within the room questions. This will automatically increase the concentration levels because they will know I could ask anyone of the learners a question. It is in the teacher's best interest to ask open questions and questions that have a range of answers.

For example what colours make purple paint? For pupils to come up with the answer they will need to think of more than one right answer, also this will promote discussion where by they can explain clearly the wrong answers. The teacher can deepen their level of understanding by explaining and demonstrating that red and blue make purple, also you can lighten with white or darken with black.

Once they can grasp this concept. I can begin to teach them about the ratio of blue and red will determine your purple colour.

Oral questioning and practical observation will take place while I observe them mixing red and blue paint. Therefore I can ask further questions like what would happen if you would add gold or yellow to the purple? This type of questioning can effortlessly be transformed into a short discussion with other learners on the table. This will allow the tutor to capture information immediately, while the teacher can refer back to, what pupils have written down in homework books or in assignments. Therefore this will provide pupils to express verbally and to demonstrate they have clarity of what has been taught.

There are two types of feedback that you can present to your learners that are oral or written. In regards to the oral feedback you can provide approval and constructive feedback verbally or non verbally. Communicating approval to learners non-verbally can be done very simply by smiling or the teacher nodding their head up and down. Constructive feedback could be shown in negative facial expressions, for example nodding the head right and left constantly. Providing written feedback on the learners work should be readable for the pupils to read it. Therefore this will enable them improve on their weak areas academically, However It is the teacher role to give positive praise in the areas of achievement to boost the learner's self-confidence.

Using the General Certificate of Secondary Education (GCSE) method for their final summative assessment examination. Will give the pupils a national recognisable certificate that will give them the opportunity to progress to higher education if they pass. The marking of the exam will determine and highlight the level they have achieved. That will be marked in accordance with the governing body Assessment and Qualifications Alliance (AQA).



It is essential for the pupil's development to have internal examinations as an assessment method both written and practically. This will prepare them for their final exam, also gives them prospect to test how knowledgeable they are of chosen topics. Receiving exams paper back with written feedback will be a clear indicator of what they got right and wrong and where improvement are needed.

The validity of the work produced during exam time and throughout the school year will be authentic. This will be evident in terms of the marking as it will have a direct correlation with the National School Curriculum. In addition to this, the delivery of each lesson will also be related to the National School Curriculum. Consequently, this will allow each pupil to have an enriched learning experience. This will be due to the marking schemes and assessment methods delivered by the art teacher which will be reliable as a result of the national standardisation.

Additional Notes

The type of assessment records I would use are formative and summative. The reason why is that the formative assessment will provide the teacher with a reliable judgement in regards to the pupils strength and weaknesses academically. I would use the summative assessment to judge the learners to see if they have passed their final exams, and are meeting the standards required for their school work.

It is vital to keep mandatory records, such as individual learning plans. Throughout the academic year, it is not acceptable or beneficial for both teacher and student if the progress of learning is not appropriately recorded and written down.

Monitoring and tracking the learner's previous exam results, coursework and behaviour can form the foundation for evaluation amongst teachers and students. All records should be written or typed down on the end of year reports and on class work handed in.

Reference

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