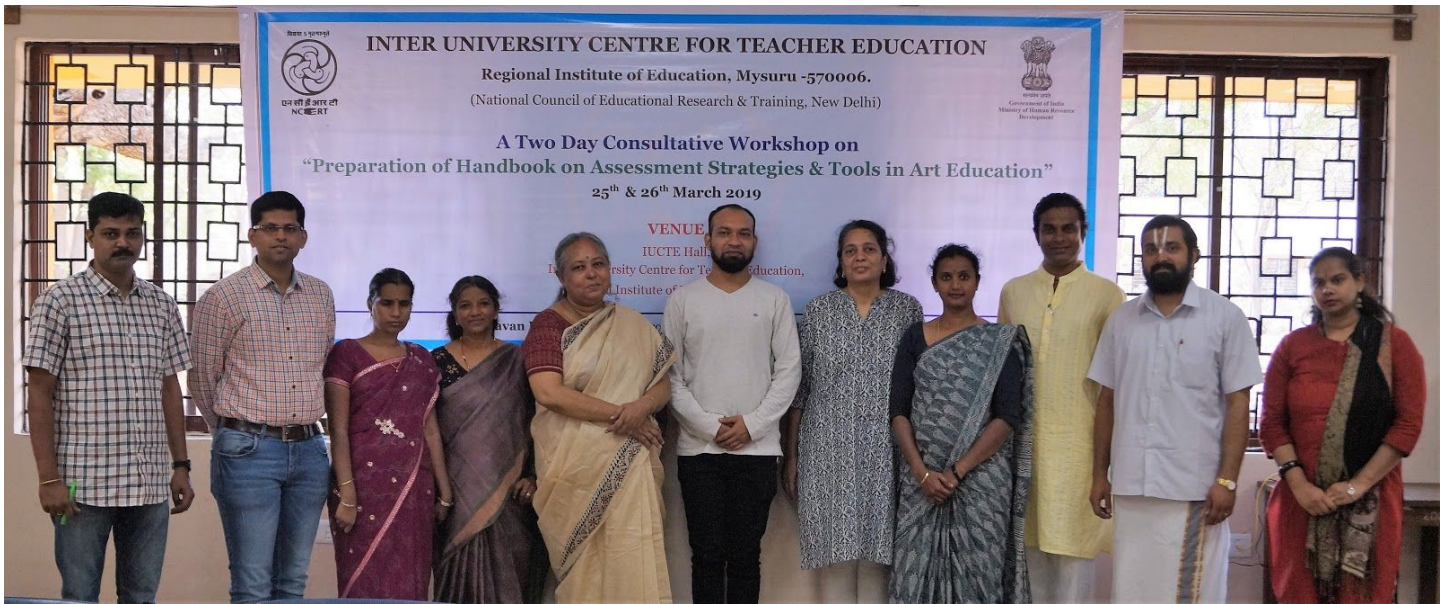


# HANDBOOK OF ASSESSMENT STRATEGIES & TOOLS IN ART EDUCATION

*- A report on Two Day Consultative Workshop with the Experts in Art & Education*



## PROGRAMME COORDINATOR

**Mr. Shravan Kumar Pendyala**  
Assistant Professor of Art Education  
IUCTE

**REGIONAL INSTITUTE OF EDUCATION**  
Manasagangotri, Mysore - 570006

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## FOREWORD

I would like to express my deepest appreciation to all those who provided me the possibility to complete this first activity (A two day consultative workshop with the experts) of the programme on preparation of the handbook of assessment strategies and tools in art education and reporting the same.

A special gratitude to **Shri. Prof. Yagnamurthy Sreekanth**, Chairman IUCTE & Principal RIE- Mysuru, whose contribution in suggestions and encouragement, helped me to coordinate first phase of this programme successfully.

My sincere thanks to **Shri. Prof. M. S. Talawar**, Centre Director, IUCTE. for his constant motivation and supportive presence in every step.

I also would like to thank **Shri. Prof. V. D. Bhat**, Professor of Teacher Education, IUCTE - RIE Mysuru. for his timely input to carry forward the events in a systematic way.

My sincere thanks to **Prof. Jyotsna Tiwari**, Head - DEAA, NCERT, New Delhi. for her initiation and inputs in setting the stage for relevant discussion on the subject.

A special thanks goes to my team members of IUCTE, *Dr. S. Prasannakumar, Dr. K. K. Chandini, Dr. Divyapriya and Mr. Prasanna Kumar T. K. and Ms. C. S. Anupama*, WET - DMS who had helped me to assemble the parts and gave suggestion for conducting this activity. Also, I thank Shri. Mr. Ravikularaman, our administrative officer for his kind and timely inputs on conducting and procuring the needful materials for the workshop.

Furthermore I would also like to acknowledge with much appreciation the crucial role of the Faculty of IUCTE & Regional Institute of Education - Mysuru, who gave the permission to use all required equipment and the necessary materials to complete the task in brief time. Last but not least, many thanks goes to the staff members involved, who all worked to make it a success. who have invested in full effort in preparing and achieving it in action.

I also thank and appreciate the guidance given by Ms. Subha De, and Dr. Ritesh Khunyakari, Chairperson APSOE, TISS, Hyderabad as well as the other experts for their suggestions and advices on the programme.

**Mr. Shravan Kumar Pendyala**

Assistant Professor of Art Education

Programme Co-ordinator

IUCTE - Regional Institute of Education, Mysuru.

## I. INTRODUCTION

Inter University Centre For Teacher Education - focuses on the quality and needs of teachers, teacher educators and institutions in every aspect of the educational programmes. It aims to strengthen the knowledge base of Teacher Education by facilitating professional development, networking, new knowledge creation and empowerment of teachers of Academic Institutions and Central & State Universities in Southern Region. It also initiating in providing the highest quality learning environment for the pre-service and in-service teachers and teacher educators and educational administrators to emerge as the next generation educational leaders with highest personal and professional standards.

In regard to understand the status of Art education and reflect on the 'Art Educational Programmes'; and bring in the quality education to a common source point to practice, IUCTE is organising the consultative workshop with the experts, teacher practitioners to develop the material on 'implementation of Assessment Strategies in and through Art Education' for the teacher educators and art teachers.

In the implementation of Art educational programmes for the development of artistic skills and understand aesthetic qualities both for teacher educator and in-service art teachers and also the prospective teacher; requires to understand relation between different areas of the art education and its philosophy in context to education. In order to organize their *Pedagogic Content Knowledge* and *Approaches to Teaching and Learning*.

The need for the development and preparation of material on implementation of assessment strategies in Art Education programs fe point have been highlighted; they have been widely in discussion in both national and international art educational forums, few are as follows:

1. Education of teachers educators and art teachers (practicing artists)

- This relates to the often very different experiences and perspectives that teachers of general subjects, art teachers, and artists have concerning educational & cultural processes and practices. The more effective education of all of these actors in Arts Education, broadly defined, is therefore essential.
  - Artists of all areas of art education, as well as cultural professionals, should also be given the opportunity to improve their pedagogical capabilities and develop the skills needed both to cooperate with educators in schools and learning centers and, more directly, to communicate and interact effectively with learners. Collaborative activities and projects between artists-in-training and teachers-in-training can also help to ensure future collaboration for assessment arts.
2. At the school level of arts programme, there needs immediate addressing towards the implementation arts assessments in a systematic way to give feedback to the students of primary and secondary levels; for which art teachers and prospective teachers would need proper T&L approaches having appropriate assessment strategies & tools to be followed at classroom practices.

The brainstorming sessions with experts on art and education, and with other stakeholders involved may arrive at an understanding of the nature of arts and educational aspects of it, to add up to best practices in arts and assessments concerning different areas of art in education.

Arts education as one of the domains of knowledge is taught as a compulsory curricular area upto secondary school. The National Curriculum Framework(2005) recommends Arts Education as a **subject** as well as a

**pedagogical tool** to make teaching and learning of other subjects more meaningful.

*The course on Arts in Education in Teacher Education programme (in B.Ed.) has been designed keeping in view the development of the self through arts for every student teacher and for the development of student in school through arts in education to be practiced by every teacher. In the Bachelor of Education programme, students will be exposed to different art forms where they will develop basic skills of the art forms through hands on experience and integration of arts as pedagogy in different subject areas. They will also use these skills in practice teaching during school internship. Arts education also helps in enhancing analytical and critical thinking among students and learning through the arts and its related skills will help student teachers in developing their communication and interpersonal skills as well as presentational skills by bringing these in their teaching practice. For this, not only Art teachers but every teacher in the school system needs to be sensitized to understand and experience the Arts, for holistic development of the learner, as a teacher as well as an individual.*

On recognising the importance of Art Education in resolution of NCTE(2014), Education through Art & Art through Education vice-versa; needs an understanding with priority in teacher education programmes to bring in quality performance in areas of art and education.

This initiation is taken to come up with the material on 'Assessments in Art Education'. Which aims to touch up on and clarify the diverse nature of assessments practices followed within the areas of the arts education. To put the best and unique methods of these areas together for teacher educators, art teachers and prospective teachers. Which could include the inclusive approaches through art education.

This programme is planned in three phases (i.e. Activities) to achieve the anticipated outcome. Firstly, the consultative workshop with the art education & assessment experts. Secondly, following it up with a workshop with teacher educators, students teachers and in-service art teachers under the guidance of resource persons to develop the materials. Finally, in the activity three to compile the handbook in an organised manner for assessment of performance in arts.

Hence, this workshops with the resource persons from various field experiences, educational experts, and art teachers (on assessments) would contribute to developing the material resource on assessments for strategic implementation.

## **II. OBJECTIVES**

The specific objectives of the meeting are:

1. To develop the outline for art education workshop for educational experts along with the IUCTE & RIEM team associated with education and art education for prepare *the handbook of art assessment strategies and tools* for the in-service art teachers and teacher educators' teaching and learning engagements, by helping through workshop modules on -

- Explore the art curriculum and art concepts & skills in various art forms like dance, music, performing arts & visual arts.
- Understand Pedagogical Content Knowledge(PCK) of an art teacher
- Explore Nature of Arts - Types of Assessments

### III. PLANNING FOR THE WORKSHOP

#### ACTIVITY ONE

A two day consultative meeting with the experts in arts and education for the preparation of - “*Handbook on assessment strategies and tools in art education*”, planning meeting was organized at IUCTE - RIE - Mysuru.

On 25<sup>th</sup> & 26<sup>th</sup> March 2019, consultative meeting with the experts members was conducted. which included educationist, art education experts and artists; also the work experience faculty from Demonstration Model School of RIE - Mysuru.

#### List of Experts / Resource Persons

S.No	Name of Participant	Expertise / Designation	Contact & Email
1.	<b>Ms. Subha De</b>	HoD - Art Education	<a href="mailto:subha.de@gmail.com">subha.de@gmail.com</a> +91 9898998688
2.	<b>Mr. Madvesh N. Pandurangi</b>	Asst. Professor, Aesthetics	<a href="mailto:madhucharvaka@gmail.com">madhucharvaka@gmail.com</a> +91 9526756788
3.	<b>Dr. Ritesh Khunyakari</b>	Chairperson, APSoE - TISS	<a href="mailto:riteshpk2017@gmail.com">riteshpk2017@gmail.com</a> +91 9052285049
4.	<b>Prof. Jyotsna Tiwari</b>	Head, DEAA, NCERT	<a href="mailto:jyotsna.tiwari@ciet.nic.in">jyotsna.tiwari@ciet.nic.in</a> +91 9868880484
5.	<b>Dr. G. V. Narasimhan</b>	Professor, Education	<a href="mailto:gvnsimhan@gmail.com">gvnsimhan@gmail.com</a> +91 9902613465
6.	<b>Prof. Umesh</b>	Professor -Retd. Performing Arts	<a href="mailto:umeshasid@gmail.com">umeshasid@gmail.com</a> +91 9886768432
7.	<b>Prof. Rohit Eashwar</b>	Professor Dance	<a href="mailto:rohithaeswer@gmail.com">rohithaeswer@gmail.com</a> +91 9886720924
8.	<b>Prof. Jyoti Shankar</b>	Professor Music	<a href="mailto:jsmysore@gmail.com">jsmysore@gmail.com</a> +91 9448603159
9.	<b>Prof. Sheela Shridhar</b>	Professor Dance	<a href="mailto:shesri95@yahoo.com">shesri95@yahoo.com</a> +91 9845838506
10.	<b>Kausalya</b>	Art Facilitator Dance	<a href="mailto:kausalyachandra17@gmail.com">kausalyachandra17@gmail.com</a> +91 7829069163

## List of Resource Persons / Participants

<b>Experts, Resource Persons and Participants from RIE DMS - Mysuru</b>			
1.	<b>Ms. C. S. Anupama</b>	Art Facilitator Visual Arts	<a href="mailto:anupamanraj@gmail.com">anupamanraj@gmail.com</a> +91 9611629123
2.	<b>Ms. Seayanna</b>	Art Facilitator Music	<a href="mailto:ciennmusic@gmail.com">ciennmusic@gmail.com</a> +91 9480406710
3.	<b>Ms. Parvatamanni</b>	Art Facilitator Visual Arts	<a href="mailto:amnnivinaya@gmail.com">amnnivinaya@gmail.com</a> +91 9916250884
4.	<b>Ms. Vasavi. G. S.</b>	Art Facilitator Dance	<a href="mailto:gsvavio2@gmail.com">gsvavio2@gmail.com</a> +91 8861268717
5.	<b>Ms. Zahida</b>	Art Facilitator Theatre	<a href="mailto:jahida780@gmail.com">jahida780@gmail.com</a> +91 7975117139

### IV. PROCEEDINGS OF THE PROGRAMME

The proceeding of the started with welcome address by the Centre Director, Role of IUCTE & Its vision and mission for teacher education. the followed up by the presentation of the concept note by the programme coordinator to initiate the processes for the two days.

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#### CONCEPT NOTE WAS READ AS FOLLOWS

**in the KEYNOTE ADDRESS:**

### **On Preparation of “Handbook of Assessment Strategies & Tools in Art Education”**

#### CONCEPT NOTE

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#### **ACTIVITY :: ONE**

**Date:** 25th & 26th March 2019

**Venue:** IUCTE Hall, Regional Institute of Education - Mysore.

#### **THE CONSULTATIVE WORKSHOP WITH THE EXPERTS**

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The specific objective for this *consultative workshop* is to develop the modules for exploring different assessments strategies and tools in art education workshop (with teachers educators and art teachers) and a reflective prospective teachers; by the art education and assessment experts, along with the *Inter University Centre for Teacher Education* team & *Regional Institute of Education* - Mysore faculty associated with education and art education for the preparation of "*The Handbook of Assessment Strategies and Tools in Art Education*" for the in-service art teachers and pre-service teachers-students to train them for the classroom practices; and in creating teaching and learning engagements for the students by helping through a workshop.

In the consultative workshop; art education and assessment experts will participate in suggesting and creating modules for the workshop (i.e. for the next activity workshop with the in-service art teachers & pre-service teachers, which will be conducted in a month after the developing the modules). These shall be giving a comprehensive idea on the following areas in art education to -

- *Explore the art curriculum and art concepts & skills. (of all the art forms like dance, music, performing arts & visual arts.)*
- *Understand Pedagogical Content Knowledge (PCK) of an art educator.*
- *Explore the “Nature of Arts” and Art Education.*
- *Types of Assessments in Art Education. (focusing on all the related areas of arts. I.e. Dance, Drama, Music, Performing Arts and Visual Arts.)*

Thus, suggestions and advices taken during the consultation will be developed into modules.

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Programme Schedule was as follows:

## V. PROGRAMME SCHEDULE

### ***Highlights of the Discussions & Sessions:***

#### **DAY - 1**

**25/03/2019**

**IUCTE - RIE - Mysuru**

#### **Forenoon Sessions**

As per keynote address, agenda for the consultative meeting started off with views of experts and their presentation on the subject and their experiences over the years of practices in the field of art education.

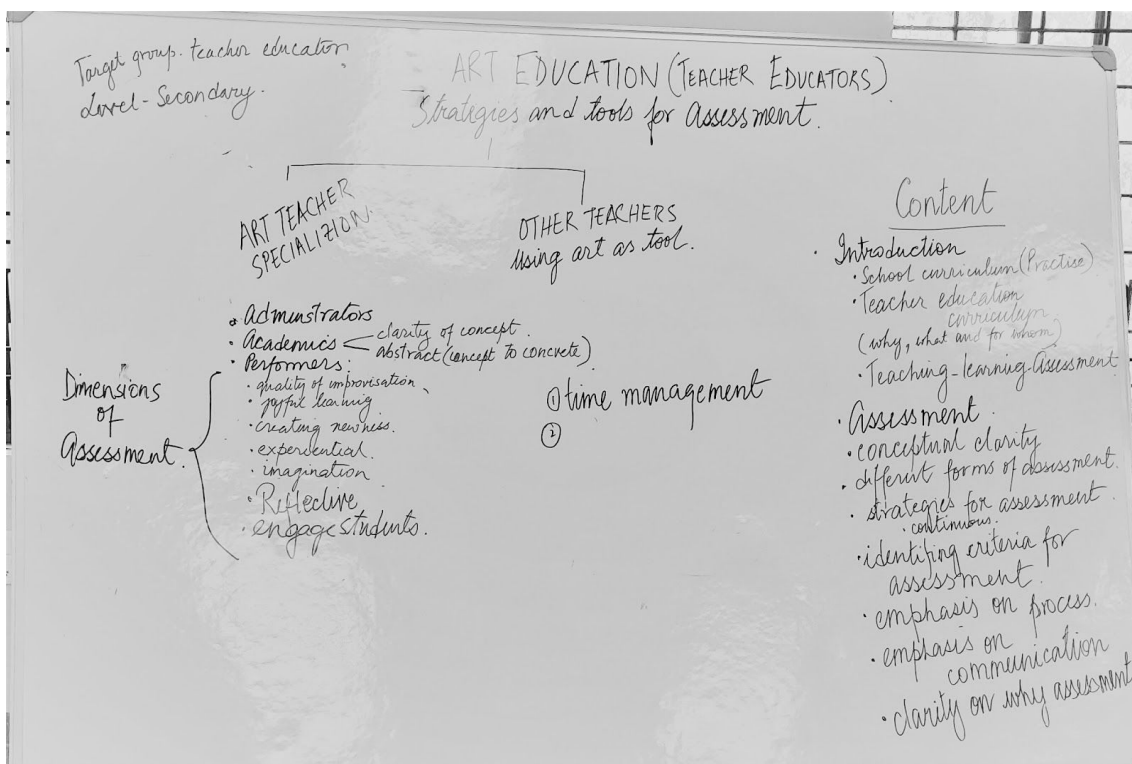
*Prof. Jyotsna Tiwari*, spoke about the assessments and art education. highlight the importance of it in understanding the development and progression in learning & the various ways of looking into those practices, speaking on aspects like -

- Importance of the exposure of art.
- transactions of art into other subjects.
- recommendations of NCF and focus on art education.
- approaches towards assessment.
- schools policies and assessments.
- keeping non-competitive approaches to encourage the participation in and through art engagements.
- looking into Continuous Comprehensive Evaluation how it takes place, how teachers need to care of it - through self assessment, aesthetic appreciation activities etc.
- including local art forms relating to music, dance and drama etc.
- classroom management of art teachers
- assessment approaches focusing on primary / secondary levels
- documentation of assessed - for visual arts and performing art need strategies to refer and have an reflective approaches from school community and parents.

- process oriented emphasis shall be given, while assessing. keeping observation- as an element to track progression in learning.
- having template for assessment keeping curricular demands, for both art teachers in the school and art teacher educator.
- teacher education and art education needs clear ideas for framework of assessments in art. observing NCTE and other available material.

Discussions -

- Guidelines for the use of assessment strategies in teacher education colleges.
- art education education - area wise strategies, needs to be chalked out.
- in the contents: framework will be the same for each area.



*Preparation of framework for contents of the handbook.*

Ms. Subha De, put forth the ideas on addressing the issues concurrent in the practices of assessments and classroom management. She also highlighted the points on various ways of assessment practiced in the public and private schools and the resource management.



### Afternoon Sessions

Mr. Shравan Kumar Pendyala, had presented the gist of the previous highlights and the discussion to connect to the ideas for the handbook of assessments and the core areas to be studied to build the framework for the contents of the handbook.

Mr. Rohita Eshwar, had put forward the importance of position and awareness of art for the teacher, through *Abhinaya Darpana*. How teachers through their creativity and imagination can empower and add up to perception in appreciating and assessing arts. especially the hand and mind coordination; mind and body coordination in presentation- how it is implemented.



Mr. Rohita Eshwar, on learning through *Abhinaya Darpana*.



## **DAY 2**

**25/03/2019**

### **IUCTE - RIE - Mysuru**

In the previous session there was framework of the contents was developed. in the second day session, experts started of with the discussion aesthetic values in art works and presentation in the schools and institution.

#### **1. Highlights of the Discussion I**

- Caution while at working with Ideas like “the best out of waste”.
- Classroom ambience and management; which would help the prospective teachers.
- Being aware for Display and Decoration; purposefully engaging both the students and the art resources.
- Having the important art vocabulary in place. Example: Scenery and misusing in multiple contexts.
- Qualitative assessments in arts: commendation given by the teachers shall be encouraging and guiding to improve.
- how student teacher assess their students, given a chance; an exercise.
- Different kinds of activities(areas of art education) and assessment criteria.
- individual activities and group activities: How to assess? in accordance with the course work.
- how prospective teachers are prepared for artistic ambiances in the schools; their collaboration with the art specialists.
- preparing prospective to be aware of content and conceptual understanding. Including the philosophy of art and art education. How it is important in our day to day life? empowering teacher educators and art teacher educator with same would help in organising and preparing the teachers; for the various activities during the course, and as well as for their future classroom management & engagement in the classroom.

Mr. Rohitha Eswar & Kausalya had presented the practical demonstration of the abhinaya darpana; and its uses. especially on understanding the content,

concept, expression. followed by this *Prof. Sheela Sridhar, and Prof. Jyoti Shankar*, also presented the nuances of performing arts (Dance & Music) and expression in practices. how these could located into criterias of assessment.

## **2. Highlights of the Discussion II**

a. Discussion Connecting the previously developed content framework in relation to:

- Aims & Objectives
- Introduction art education
- Group assessment and peer assessment in teacher education courses
- Criteria and Indicators

b. There should be guidelines on writing anecdotes for the teachers and teacher educators.

c. Importantly making teachers conscious while communicating with students, while at communicating with different language students.

d. In the next workshop, experts can guide and work the art teachers in designing the tools for the various sample activities in the classroom engagements.

e. Draw examples from teachers experiences: collect them to the resource repository.

f. Develop a format for put in the activities and example criteria for resource collection/database.

g. encouraging teacher educator to give more feedback to students about the their works; empowering them with the art appreciation skills, art vocabulary and writing.

## **VI. OUTCOMES**

1. A Outline for the preparation of the Handbook contents has been drafted.
2. Participants for the next activity “ACTIVITY TWO”, for the contribution of the necessary resource materials on the assessment - were finalised of

their roles they would play in for the contribution to writing and developing handbook. i. e. art teacher educator would be involved in designing the assessment material with the help of art experts.

## **CONTENTS**

### **1. Introduction**

- School Curriculum
- Teacher Education Curriculum
- Teaching-Learning assessment

### **2. Assessment**

- Conceptual clarity
- Different forms of assessment
- Strategies for assessment
- On identifying criteria for assessment
- Emphasis on process
- Emphasis on communication
- Clarity on why assessment

### **3. Dimensions of assessment**

- Quality of improvisation
- Joyful learning
- Creating newness
- Experiential
- Imagination
- Reflection
- Engagement
- Time management
- Usage of material

## **VII. SUGGESTIONS**

- To involve the artists and art teacher educators for the next activity.
- To keep off prospective teacher for the next activity.

## **VIII. FEEDBACK ABOUT THE PROGRAMME**

The following feedbacks were given by the experts and resource person about the programme to be conducted in the consultative workshop, at IUCTE - RIE Mysuru.

1. to develop a central space for sharing of resources for the art teacher educators
2. to conduct induction or the orientation workshops for the teacher educator to follow up new ways of learning and assessing inside the classroom.
3. to identify the innovative ideas art teachers bring into their classes for practice, as well as assessing students art works.

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*Experts, Resource Persons, and Participants at IUCTE, RIEM.*