

HANDBOOK OF ASSESSMENT STRATEGIES & TOOLS IN ART EDUCATION

*- A report on Three Day Workshop with the Experts in Art & Education for the
assessment material development - Activity II*



PROGRAMME COORDINATOR

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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 from the 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 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 Ms. C. S. Anupama*, WET - DMS who had helped me to assemble the parts and gave suggestion for conducting this activity. Also, I thank the administration for 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 a 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.

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 few 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.

from 17th to 19th March 2019, a workshop 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 - Mysusu.

List of Experts / Resource Persons

Preparation of Handbook of Assessment Strategies & Tools in Art Education

ACTIVITY TWO

List of Resource Persons(RPs) & Participants activity II: A three-day Workshop for Development of draft Handbook of assessment strategies and tools of art education.

Total no. of RPs & Ps:

Date: 17th to 19th February 2020

Time:

| S.No | Name of Participant | Designation | Contact | 17 th FEB 2020 | 18 th FEB 2020 | 19 th FEB 2020 | Email |
|------|----------------------------|-----------------------------------|----------------|------------------------------|------------------------------|------------------------------|--|
| 1. | Mr. Noor A S | Visual Art Specialist | +91 9492129000 | | | | asknoor.art@gmail.com |
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| | | | | | | | |

*6 to 11 :: Participants

IV. PROCEEDINGS OF THE PROGRAMME

The proceeding started with a 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 three days.

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 :: TWO

Date: 17th & 19th February 2020

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

THE CONSULTATIVE WORKSHOP WITH THE EXPERTS

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 advice taken during the consultation will be developed into modules.

V. OUTCOMES

In discussing the various aspects of the art educational process the experts concluded in designing the model syllabus for the art education course holistically addressing various aspects in education and art.

1. An 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 the handbook. i. e. art teacher educator would be involved in designing the assessment material with the help of art experts.

Model framework suggesting the course structure for art education course has been developed.

- **Soon the material shall be written and shared by the resource person for editing.**

VII. SUGGESTIONS

- To build the network of art teacher educators
- To gather the art resources for the ERC at IUCTE.

VIII. FEEDBACK ABOUT THE PROGRAMME

The following feedbacks were given by the experts and resource person for 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(ATEs)
2. to conduct induction or the orientation workshops for the art TEs & teacher educator(TE) to follow up new ways of learning and assessing art inside the classroom.
3. to identify the innovative ideas art teachers bring into their classes for practice, as well as assessing students' art works.
4. This engagement with arts and educational aspects need to be conducted often to share the latest updates in the field.

IX. Glimpses of the programme





