

Be able to use art as a means of self expression

SCENARIOS – Examples of the skill in action:

The children are exploring the theme of *Airports or Transport*. They design a logo and fleet colours for an imaginary airline or shipping company owned by their school. The children look at logos and designs that are currently used and speak to other people about what they think the logo and fleet colours should be like. The children then work in pairs or small groups to produce their own logo and fleet design for the airline/shipping company. The children express their own ideas as well as thinking about what they have found out from other sources.

While looking at *Our World* the children produce a self-portrait. They include clues in this piece of art about their family, their interests, their travels, their friends, etc. The children choose their own means of adding the clues, including magazine clippings, photos, images, symbols, etc. In this activity, the children express how they view themselves and areas of their lives.

As part of their investigations into *Inventions and Machines*, the children produce a piece of art to express what they think about inventions and machines. They decide whether they will show inventions and machines in a positive or a negative way, and choose their own medium and materials for the work.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child needs substantial help in producing art. He/she has little understanding of how art can be used to express his/her own ideas, and often uses the same materials and processes, or copies what other children are doing.	The child can produce a directed piece of art, but has little awareness of self-expression. He/she often copies what other children are doing and needs help from the teacher to choose materials and processes.	The child can express his/her ideas using art, with little or no direction. He/she chooses his/her own materials and processes and can explain these choices and the ideas he/she is trying to express.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I like my teacher to tell me exactly what to do when I am doing art. I follow the teacher's instructions and my work usually looks quite similar to other children's.	I can make a piece of art when my teacher tells me what to do. Sometimes I choose my own materials and processes, but I like to check with my teacher. I get ideas from other children.	I can make lots of different types of art and know that sometimes one style is better than another. I have my own ideas and when I do art I think about why I am doing it and try to show this in my work.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- When you are going to produce a piece of art, think about how you would like to do the art. What style will you use? What materials will you use? Think about colours and shapes, etc. Then go to talk to your teacher about your ideas.
- Whenever you do a piece of art, think about why you are doing it in a certain way. Why are you choosing a certain colour? Why are you producing a painting rather than a collage?
- Work alone. Try not to look at what other children are doing. Try to think of your own ideas about what you are going to do and how you are going to do it. Also think about why you are going to do it in a certain way.
- Think about how art makes you feel. Do any colours make you feel happy or sad? Do you prefer one art style to another? Why do you think this is? Next time you use a colour that makes you happy, think about whether you want your art to reflect happiness.
- Try to use as wide a range of different materials and processes as you can, rather than using the same small range you usually use. Think about when you would use each process or material and why.

How To Progress From Developing To Mastering

Suggest the following to the children

- How does art make you feel? Produce a piece of art that expresses how you feel about your progress throughout the milestone. Explain your choices to your teacher or classmates.
- Develop your art skills using as many materials and processes as you can. Try to learn how to use a new material or process each week. Ask other children to show you how to use them or ask your teacher.
- Look at different works of art. How do they make you feel? Look at art you have made. How did you feel when you made it? Do you feel the same when you look at it now?
- When making art, always think about why you are making choices. Why are you choosing materials / colours / a large size / a rectangular shape, etc? Talk to your teacher about your finished piece of art and explain your choices.

END-OF-MILEPOST ASSESSMENT CONFIRMATION

Art

By the time you come to the end of each milepost you will have watched the children doing art lots of times. You will have a record sheet that hopefully shows them progressing from beginning, along the continuum towards mastering stage. This progression is unlikely to be smooth. Children will go the other way sometimes as we all do with skills practice, but there will probably be a general trend.

You will have played an important role in this progression as you will have been able to offer helpful advice to each child based on what you have seen. That's what we mean by *assessment for learning* and why assessment for learning is so important.

In looking at this trend you will be able to make a judgment about whether each child is generally at beginning, developing or mastering stage in each of the important art skills and at what overall stage of art skill development each child is at.

It is helpful at the end of each milepost to have one overall check on how well the children can work as artists. This overall check isn't a test. It's a way for you to check your own judgments by letting the children carry out some activities without your intervention. If, watching children's performance in this end-of-milepost assessment confirmation activity, you think that your overall judgment is inappropriate you might want to let the children do another activity. However, two days of activity won't give you better evidence than two years of closely watching the children at work. In the end, you will have to make a judgment based on all the evidence you have, not just one small part of it.

Try to make the end-of-milepost assessment confirmation activity as much fun as possible. Have an art day. Let the children think up their own activities.

Try some of the following.

- Visit an art gallery or museum in your local area. The children can look at all the different types of art and think about their likes and dislikes. The children can talk to another class about what they saw at the museum and create their own versions of art they have seen to enhance their presentation.
- Create a class art gallery of all the art work the children have produced throughout the milepost. Invite parents and other children and teachers to visit the art gallery one day after school. The children can act as gallery guides, explaining their work, the materials and processes they used and what influenced them. Take pictures and create a class art brochure that can inspire their future work or the work of other children.

- Ask the children to create a fact sheet concentrating on one area of art to help other children. The children should include a step-by-step guide of how to use the material or process they have chosen and include examples. For example, if a child chooses colour, they could detail primary colours and how to mix colours to make new shades. They could list what they think each colour could be used to represent and how colours work together. They could also include a colour chart of all the colours that are available in the school.

Each of these activities uses a number of the skills that have been focused on over the course of the milepost. Let the children carry out their activities. Observe them closely. Compare what you see to the judgments you have made from your evidence at the end of the milepost.