



Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

Art

educators feedback



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
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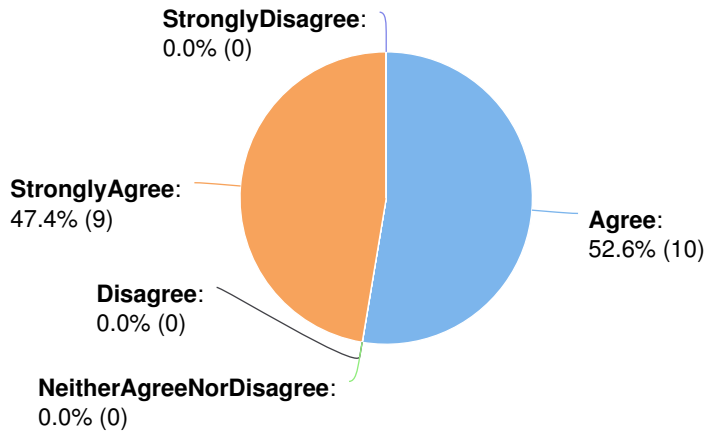


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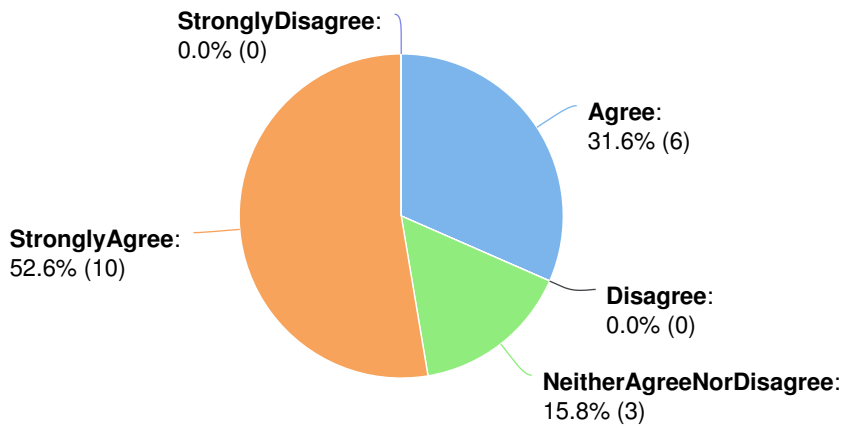
Number of respondents

Education Officers	0
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	1
Inclusion Coordinators	0
Learning Support Assistants	1
Other	0
Subject Specialists	3
Teachers	13
University Lecturers	0
Vocational Education Training Lecturers	0

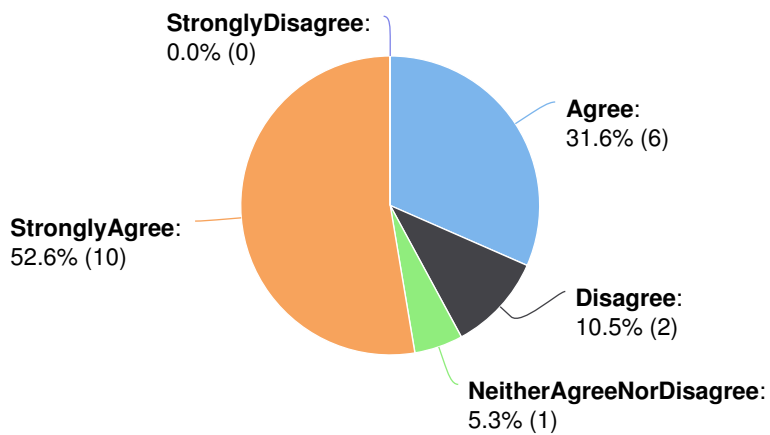
Focused on the learner



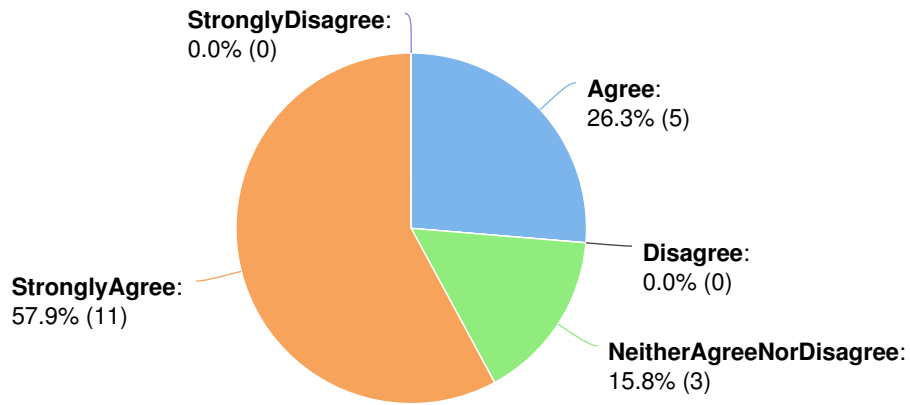
Comprehensive



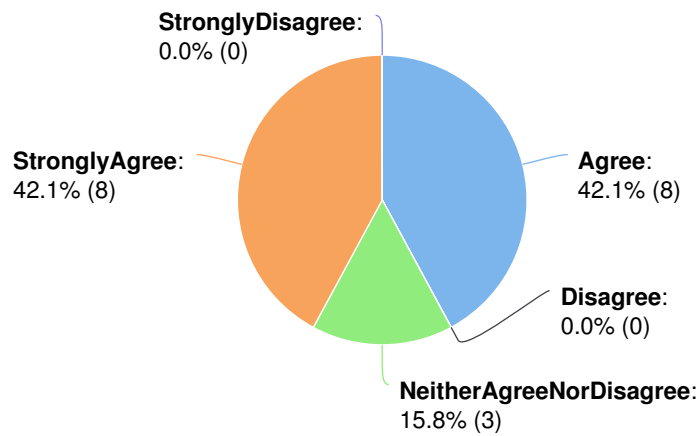
Clear



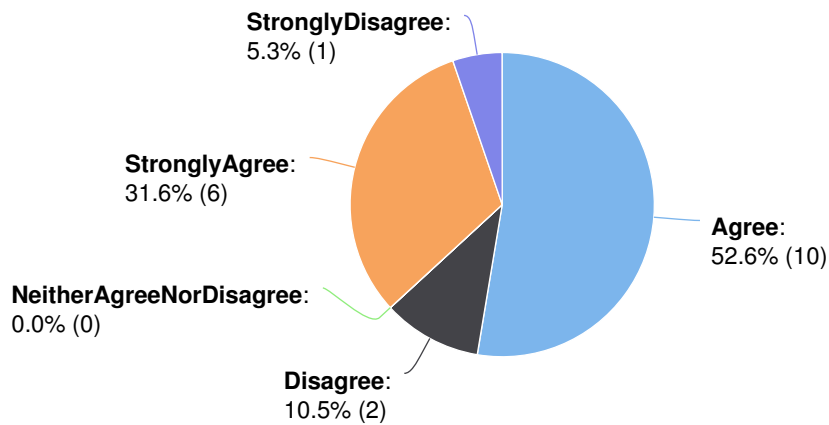
Articulate



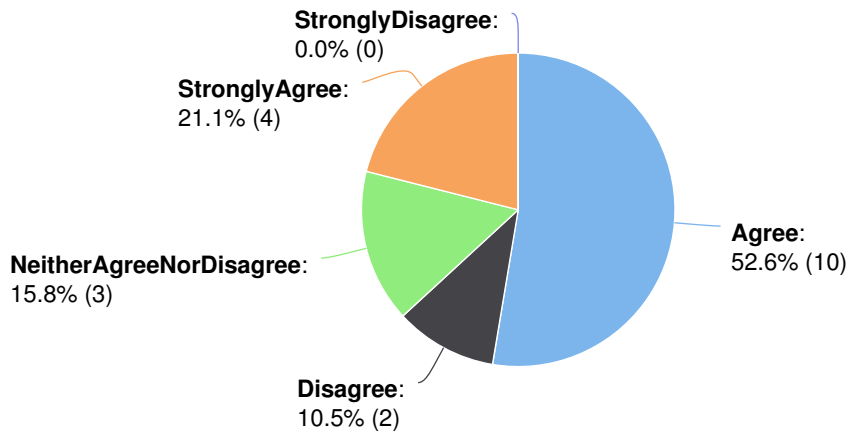
Good for providing direction for learning activities



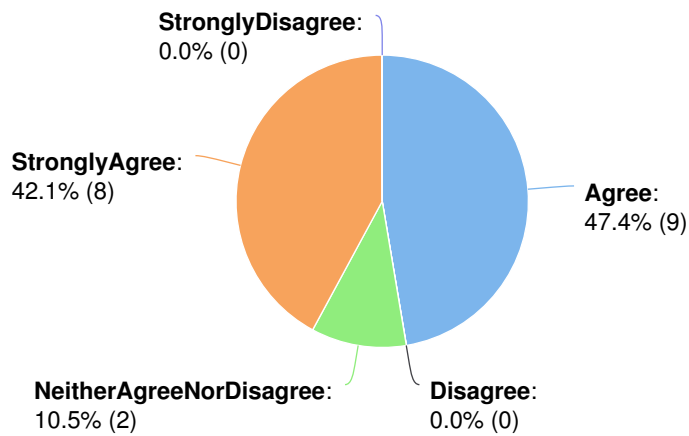
Good guidelines for teaching and assessment



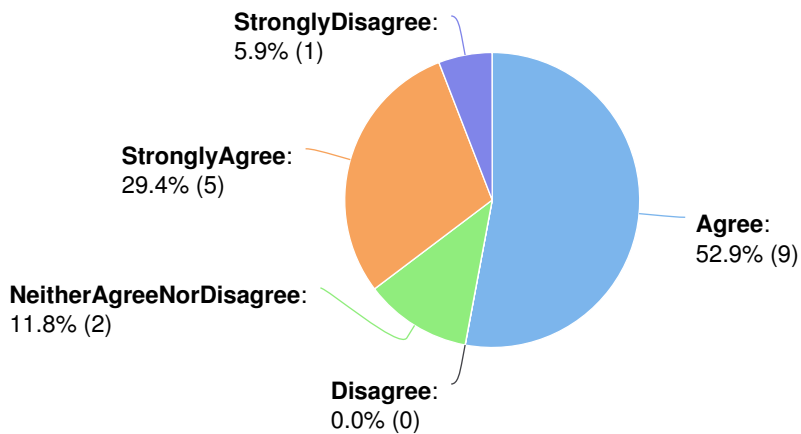
Measurable



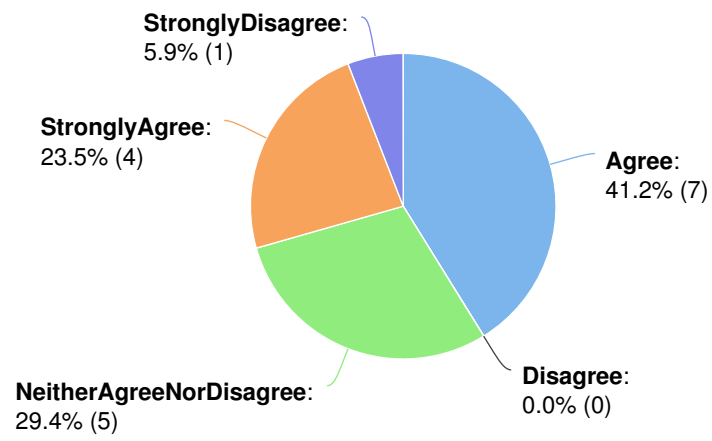
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#7

teacher art primary

General comments or concerns about the subject:

I feel that art, in its own nature, is not just a classroom subject but pupils will benefit from outdoor activities and visits such as to exhibitions, museums, or working outdoors too. However, a lot of schools and even college principals frown on any thing that takes the art teacher away from the classroom for various reasons. So, I feel this is something to be considered in the framework as such activities are important and beneficial to art as a subject, especially as part of Art in Context.

Also, for us to be able to fulfil these outcomes, where material is concerned, schools need to be willing to provide these materials. At least, basic materials such as paint, charcoal, and maybe clay, since children bring their own pencils and crayons.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#40

teacher art secondary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#42

teacher art secondary church_school

General comments or concerns about the subject:

I feel there is a lack of concern about the understanding of objects/environment around students or from secondary sources through Observational Skills.

Also the importance of creating a well structured work which shows balance and harmony in the elements used is also missing. I feel that there is a lot of emphasis on reading and talking and hardly any importance on creation of a portfolio that validates students' progress.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I feel that there is a lot of emphasis on reading and talking and hardly any importance on creation of a portfolio that validates students' progress. Whilst discussion and reflections on artistic aspects especially reflection on history of art are of essential importance, I feel that the importance of producing hands-on works is given a less of a spotlight than discussion. The importance of Fine Arts is being outbid by the importance in Art appreciate in this context.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Importance on observational skills is definitely lacking. You need to understand and have good knowledge of what you are about to do before you can create or further improvise. This knowledge can be only attained by good observational skills.

#43

teacher art secondary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#62

teacher None primary church_school

General comments or concerns about the subject:

I do not think that art activities should be given as homework unless they are minimal and for completion.

Art lessons should be provided for on a weekly basis, preferably by an art teacher, but even by the class teacher in the absence of the art teacher.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#70

teacher None primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#163

teacher art primary state_school

General comments or concerns about the subject:

General comment:-

The learning outcome that I am going to mention is already written in the learning outcomes. "I can look at a work of art, a reproduction or an artefact, consider it and talk about it". I think this outcome should be given more importance as i think that some of our children still finds it difficult to talk about their Art and Art in general.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#166

teacher art primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#175

teacher art primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#176

learning_support_assistant primary church_school

General comments or concerns about the subject:

What is vital in this subject regarding the fact that I teach in a church school, that there is a peripatetic teacher to provide guidelines to the class students regarding this subject as it will be very important to have a good guidelines on how to teach the students the various topics in this learning area.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#226

teacher art primary state_school

General comments or concerns about the subject:

Our subject is a great opportunity to offer a holistic learning experience which can be easily inter related across the curriculum. We art prim teacher need more time in schools (more than once a week in a school) so we work better to bring out the potential of all the students)

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

no

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

maybe more focus on how through art students can have more events that help them identify themselves with the art and culture in the communities also outside the classroom setting

#235

head_of_department performing-arts secondary independent_school

General comments or concerns about the subject:

Unfortunately, the curriculum/syllabi for Forms 3-5 in Art are not published yet. Although this might be of an advantage for teachers to be flexible in their teaching and planning, some guidelines need to be given immediately. Furthermore concrete Assessment guidelines (or marking schemes) need to be published too as in other subjects. Reference is suggested to the Matsec syllabus. This needs to be revised immediately as it dates back to 2009, if not an earlier date. Unfortunately the Art portfolio carries only 20% of the total mark. A student needs to include his/her coursework, a project and a journal (sketchbook). At the moment teachers are given the possibility to assess this work with Moderators from Matsec to visit schools every few years. I doubt the consistency and uniformity with which school teachers assess....out of 20 marks, how much weighting is given to the coursework, the project and the journal.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Points in learning outcomes should be of a maximum of 5, even if I agree all those mentioned are valid.

Point 8 in "Subject Focus: Encouraging the personal and collaborative responses of the learner: promoting curiosity, exploration, experimentation and invention".....would leave out "Where this fails, I am willing and able to mediate." because of repetition

Points 4, 5 & 6 in "Subject Focus: Interpreting and Evaluating Art." can all be grouped in one point

More specific information needs to be given to teachers maybe in syllabi for Points 8 & 9 in "Subject Focus: Interpreting and Evaluating Art."

Points 7 & 8 in "Subject Focus: Art in Context." are the ideal direction to where young artists should be directed. I would not remove these points. However this ideology should be instilled since students are at a younger age and all is planned throughout the syllabus (from Levels 8-10)

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#251

subject_specialist art secondary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#275

subject_specialist art primary state_school

General comments or concerns about the subject:

It is very detailed and thus gives the educator a wider span of teaching the subjects.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I'm not sure about this, because Learning Outcomes tend to overlap on each other.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

No I don't think so.

#347

teacher None primary church_school

General comments or concerns about the subject:

Primary teachers (am not referring to peripatetic teachers) have a basic knowledge of this subject. It's true that teachers need to improve upon their skills but not all teachers are artists and not all schools have adequate human resources. Hence whilst the outcomes are focused on the learner, they do not offer solid guidelines for primary teachers who have to teach nearly all subjects. Some of the LOs are vague, e.g. 'I can modify and test ideas'. Terms such as 'ideas', 'skills', 'aspects' need to be better defined. Practical examples and possible projects need to follow. Not all outcomes can be easily measured. How are you going to measure outcomes such as: 'I can appreciate the developments in my work as I acquire skills...'? The success criteria for such outcomes need to be clearly defined in order for teachers to be able to help children reach these targets.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Learning Outcomes which can be re-considered:

'I am aware of the relationship between evaluating my own work and evaluating works of art and artefacts that I am shown.' and
'I can explore the function of art from another culture and use visual elements from it.' - too abstract for children at this age

'I can appreciate the developments in my work as I acquire skills and use a range of media.' - vague; how can this be measured?

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#348

teacher None primary church_school

General comments or concerns about the subject:

Further to my feedback on Level 5 (which is also relevant for this Level), the number of learning outcomes at this Level is quite substantial. Besides, a number of LOs require the expertise of a professional art teacher. Several schools have limited human resources in this field and I'm afraid that the primary school teacher is not equipped to address certain LOs such as: 'I can identify how artists use visual elements and media to achieve particular aesthetic results and how this may guide my art practice.'

There surely has to be clear, practical and hands-on guidelines that outline possible projects, techniques etc. in order for the teacher to have a solid basis on which to build upon. The limited time-frame in order to reach all these outcomes also has to be considered.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

As already said, some LOs are quite technical. If proper guidelines will not follow, the LOs below are too vague and can pose a negative challenge to the primary school teacher:

I can consider and discuss information from supplied sources about a work of art, a reproduction or an artefact...

When talking and writing about art and the work of my peers I can use specialist vocabulary ...

I can explore the function of art from an event in another culture and ...

I can identify and appreciate some art and design forms from specific cultural and geographic locations including Malta and Gozo. I can explain my reasoning ...

I can express ideas and emotions about an informed environmental concern using a visual process.

I can discuss the ways in which two different cultures have influenced each other in the production of art and design.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#421

teacher art secondary church_school

General comments or concerns about the subject:

In our opinion the aims are focusing more on observation. discussion, feelings and history of art.

We believe that a good balance between learning of media and the proposed outcomes the students will be able to express themselves artistically better.

Christopher Azzopardi & Ernest Vella
Savio College Art department

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

1) I can position my artwork in relation to art produced and exhibited in Europe and globally.

2) I understand how artists have steered culture and how culture steers artists. I can relate this to the role of artists and designers in today's economic, social and cultural life in Malta and beyond.

We believe that these two learning outcomes are more suitable for an 'A' level student (year 13).

Christopher Azzopardi & Ernest Vella
Savio College Art department

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Although we are not against these elements we feel that the Learning Outcomes should offer more specific practical guidelines on how we are going to teach art: such as colour theory, perspective, still life drawing, landscape drawing, human figure, perspective and imaginative.

Christopher Azzopardi & Ernest Vella
Savio College Art department

#423

subject_specialist art primary state_school

General comments or concerns about the subject:

I strongly agree with all the learning outcomes, some of which have never been addressed before. Children need training in visual literacy where they learn to communicate their ideas through a visual language that is universally understood when words are not enough. Critical enquiry is a significant aspect of education as children become active participants in today's society and enrich Malta's contemporary culture and artistic identity on a national and international level.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

No.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

We should focus on learning outcomes that encourage children and teachers alike to become critical co-investigators within the classroom.

#459

art

General comments or concerns about the subject:

Working on a holistic educational model that encourages love for learning, creativity and independent thinking, much more emphasis should be given to subjects such as: Art, Music, Drama, PE. Within the Secondary school students are encouraged to use their 30 min break for Extra Curriculum activities. Students should be entitled to their break and allowed to socialize, play, explore, and communicate with other students. That is the only way a student can develop holistically his/her emotional intelligence. With the 8 classes, the break is quite essential. Studying the Finish Educational Model, that leads the educational reform of the world, we notice: no exams; informal collaborative setting; lots of project work; no separation of kids into any levels according to achievements; long breaks every day; every day space for art, music, PE classes, science exploration, performances, dance. At the moment, this time / space is lacking within this framework.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.