

Assessment Objective 1:

- **generate ideas through observation, experience, imagination, technology and other skills**

What does it mean?

For example:

- Generate – use divergent thinking to come up with ideas
- Observation – look into something, involve how to see. We can see, but can we observe?
Ask and think when you look at something
- Imagination – open up your mind to any possibilities, even to impossible or crazy things.
- Experience – something you have come across, different kinds of experiences: personal, aesthetic, artistic, practical experience, etc.
- Technology – use tools of invention, include using IT
- Other skills – make use of skills learning from other areas, such as creative thinking skills

How can I generate ideas?

For example:

- ✓ Brainstorm
- ✓ Using a mind map or a spider diagram to open up a topic
- ✓ Making own drawings from primary sources
- ✓ Taking photographs with intent
- ✓ Collecting primary or secondary sources with intent, such as pictures, images and objects
- ✓ Searching for relevant information from the internet
- ✓ Visiting a museum or gallery
- ✓ Looking at other artists' work
- ✓ Reading books or magazine
- ✓ Studying images from daily life
- ✓ Using technology or IT

Ask yourself:

For example:

Did I record observation?

Did I collect information?

Did I consider the ideas appropriate to intentions?

Did I use my research workbook to keep record of my ideas?

Assessment Objective 2:

- **develop themes of personal feelings or ideas, or social-related issues through identifying, selecting and organizing primary and secondary resources**

What does it mean?

For example:

Develop – grow or become more in-depth / advanced

Theme – focus of study, a direction to guide your work on art appreciation and art making.
A theme is better to be open-ended and challenging enough to motivate your thinking and ideas.

Personal – something about or related to individuality, or students themselves.

Social-related issue – a concern, a common interest, a question or a topic which is related to the community, society or the world

Primary resources – involve students' first hand experience, or something made by their own.
e.g. their own drawing, photographs taken by students

Secondary resources – students collect from various sources, or something provided by the others.
e.g. from the internet, books, works by others ...

How can I develop a theme for art learning?

For example:

- ✓ Setting / Defining something you want to focus on as a theme
- ✓ Thinking about / studying the theme you set
- ✓ Selecting and organizing information related to the theme, rather than sticking everything collected into the research workbook
- ✓ Making an introductory statement
- ✓ Reading books, magazines, etc
- ✓ Studying works of others
- ✓ Making different sketches related to the theme
- ✓ Developing work from your initial ideas
- ✓ Making use of existing work and knowledge of further development ideas related to the theme
- ✓ Discussing with peers or teachers and record them

Ask yourself:

For example:

Did I state my intention?

Did I consider?

Did I select?

Did I organize?

Did I develop ideas?

Did I record?

Did I draw from primary and secondary resources?

Did my development spring from some areas of the research?

Assessment Objective 3:

- **analyse, interpret and make critical judgment of artwork / art phenomena showing understanding of purposes, meanings and contexts verbally and in writing**

What does it mean?

For example:

Analyse – making formal analysis towards an artwork

Interpret – understanding and decoding the meaning and embedded messages (if any) of an artwork / art phenomena in its particular context

Critical judgment – based on your observation, description, analysis and interpretation, make rational, affective and comprehensive judgments about the significant or value of the artwork / art phenomena

Contexts – circumstances in which artwork are created and perceived, such as personal, social, technological, cultural and historical contexts

How to appraise artwork / art phenomena critically?

For example:

- ✓ Knowing more either about the artist, or the times when the artwork being produced / art phenomena occurred
- ✓ Researching on artwork / artist / art phenomena from various sources
- ✓ Copying text from the books / internet does not help, provided that those occasional quote helps understand the particular artwork / art phenomena
- ✓ Visiting museum or gallery, and taking photos and notes
- ✓ Visiting artists at work
- ✓ Comparing and contrast different artwork / art phenomena
- ✓ Examining art methodically: e.g. asking questions with what, why, when, who, where, how ...
- ✓ Analysing the use of visual elements, design principles, media and techniques with intent
- ✓ Understanding the intention, purpose / function of art creation
- ✓ Studying the contexts of the artwork / art phenomena
- ✓ Expressing your views / opinion on the artwork / art phenomena
- ✓ Making responses to artwork / art phenomena with appropriate art terminology verbally or in writing

Ask yourself:

For example:

Did I research?

Did I analyse?

Did I discriminate?

Did I interpret?

Did I understand?

Did I evaluate?

Did I make responses verbally or in writing?

Assessment Objective 4:

- **Transform and integrate experiences, knowledge and perspectives constructed from art appreciation and criticism and learning of other areas into art making practice**

What does it mean?

For example:

- Transform – learn from one area and apply into other areas
– make something differently either in forms or in context
- Integrate – combine parts into a whole

How can I transform what I have learnt from art appreciation into art making practice?

For example:

- ✓ Selecting artwork / art phenomena to study in relation to art making
- ✓ Spelling out what you have learnt from other artists and stating your intention
- ✓ Making connections of your art making practices with others' artwork
- ✓ Showing how and why you made connections with works of others
- ✓ Articulating how your art making is influenced / inspired by works of others
- ✓ Applying knowledge and experiences from other areas for art making
- ✓ Adjusting your art making based on what you have learnt from art appreciation
- ✓ Asking yourself how is your work improved and recording in written form

Ask yourself:

For example:

Did I consider?

Did I make informed connections?

Am I inspired?

Did I articulate how and why?

Did I apply?

Did I improve?

Assessment Objective 5:

- **explore, select and manipulate appropriate visual language, media, materials, tools, skills, techniques and imageries for creative expression and communication and communication of a theme**

What does it mean?

For example:

Explore – try something new, experiment with various ways that you never done it before

Select – in relation to purpose, intentions and find out appropriate solutions

Manipulate – demonstrating good handling of visual language, media, skills, ...

How can realize my ideas into art making practices?

For example:

- ✓ Trying and experimenting different ways, and not sticking to what you know you can do
- ✓ Experimenting with media / the use of IT
- ✓ Trying to express the same topic with alternative ways
- ✓ Looking at works / practices of other artists
- ✓ Selecting ways appropriate for intention
- ✓ Exploring ideas more than one, resources more than one, processes more than one
- ✓ Studying compositions, making layouts, trying colour plans, combining images, transforming images
- ✓ Realising ideas into visual presentation
- ✓ Producing the final artwork

Ask yourself:

For example:

Did I explore new ideas / techniques / imageries?

Did I have ideas more than one?

Assessment Objective 6:

- **Continuously reflect on, respond to and evaluate their own and others' practice and work, and consequently modify their own work**

What does it mean?

For example:

- Reflect – consider and express on
- Respond – react on
- Evaluate – form an idea of value, express an informed opinion
- Modify – make changes to improve and evolve

How can I reflect on my own and others' work and practice, and make modification?

For example:

- ✓ Making review or reflection at different stages
- ✓ Evaluating own and other works and practices
- ✓ Reviewing everything as I was progressing
- ✓ Refining or modifying things as a result of reviewing
- ✓ Changing things whenever necessary
- ✓ Discussing with others, getting others' opinions
- ✓ Writing notes / comments on the experiences
- ✓ Explaining your reasons for selection one composition/ media/ technique ... rather than another
- ✓ Showing the level of understanding in the final evaluation
- ✓ Taking record of the reflection
- ✓ Treating reflection as a reference for improvement

Ask yourself:

For example:

- Did I review continuously?
- Did I refine and modify my ideas / practices as a result of my reviews?
- Did I discuss with others?
- Did I make record of my reflection / evaluation?